DOCUMENT RESUME

ED 032 351

UD 000 761

Board Action and Staff Commentaries on the Recommendations Submitted in March 1962 By the Citizens Advisory Committee on Equal Educational Opportunities.

Detroit Board of Education, Mich.

Pub Date Jun 62

Note-79p.

EDRS Price MF-$0.50 HC-$4.05

Descriptors-*Board of Education Policy, *Boards of Education, Curriculum, Educational Facilities, *Educational Opportunities, *Equal Education, Guidance, School Administration, School Community Relationship, School Organization, School Personnel

Identifiers-Detroit, Michigan

This document presents the recommendations for equal educational opportunities prepared in 1962 by a citizens group appointed by the Board of Education in Detroit, Michigan. Also included are the Board's action on each recommendation, and comments by the staff of the Board. Covered are such areas as curriculum and guidance, organization and administration, personnel, school community relations, and physical plant and facilities. (NH)

ED032351

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BOARD ACTION and STAFF COMMENTARIES

ON THE RECOMMENDATIONS
SUBMITTED IN MARCH 1962
BY THE

Citizens Advisory Committee

ON

Equal Educational Opportunities

UD 000 761

THE BOARD OF EDUCATION OF THE CITY OF DETROIT
JUNE 1962

THE BOARD OF EDUCATION

OF THE CITY OF DETROIT

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SUPERINTENDENT'S FOREWORD:

Board Action and Staff Commentaries

Within these covers are: (1) the text of each recommendation made in March 1962 by the Citizens Advisory Committee on Equal Educational Opportunities appointed by the Detroit Board of Education, (2) the action taken by the Board on each recommendation, and (3) the comments on the recommendations of the Committee prepared by the staff at the request of the Board of Education for consideration in discussion of the Report. This volume was prepared to accompany the Unabridged Edition of the Committee Report; the material is included within the covers of the Abridged Edition.

The Citizens Advisory Committee on Equal Educational Opportunities was appointed by the Board of Education early in 1960. It was asked to recommend ways in which the schools could be improved to provide more nearly equal educational opportunities for all pupils. The Committee's findings were presented to the Board on March 11, 1962, and by April 10 — one month later — staff began to submit its comments on each recommendation to the Board.

Since April 19, the Board has devoted a great deal of time at each of its meetings to discussion of the recommendations and to action upon each of them. Considering a recommendation with several parts as more than one, there are 187 recommendations; the Board of Education has approved a majority of these recommendations. An exact accounting will be found on page CG-1.

One who reads the recommendations, Board action, and staff comments will be impressed with the fact that Board policy and direction of school practice are in major agreement with the recommendations. One will also be impressed with the need for increased funds to secure the staff and other facilities necessary to carry out many of the recommendations upon which Board, Committee, and staff are in full agreement.

The Committee has submitted, of course, some recommendations which call for additions, changes, and re-appraisal with respect to certain aspects of our program. These we are particularly pleased to receive. Recommendations approved by the Board of Education will be followed by further staff study and implementation.

This mutual agreement, the evidence of staff efforts in accord with most of the Committee recommendations, and acceptance of the recommendations by the Board of Education give to the entire school staff added support, momentum, and direction in pushing ahead in many ways toward the realization of greater equality of educational opportunity for all Detroit school pupils.

S. M. BROWNELL
Superintendent of Schools

June 1962

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BOARD ACTION ON THE RECOMMENDATIONS

As of June 12, 1962, action on the recommendations of the Citizens Advisory Committee on Equal Educational Opportunities had been completed by the Board of Education as follows:

Recommendations approved without change	140
Recommendations amended and approved	22
Recommendations deferred pending further study	25
Recommendations disapproved	0
Total (counting each sub-recommendation on which separate action was taken as a recommendation)	187

CURRICULUM AND GUIDANCE

Board Action and Staff Commentary

Recommendation 1 (See page 18.)

ALL PUPILS SHOULD HAVE A CHANCE TO STUDY SUBJECTS IN WHICH THEY HAVE BOTH INTEREST AND ABILITY AND WHICH ARE BASIC TO THE CURRICULUM.

—Approved by the Board, April 10, 1962.

This is the policy of the Detroit Public Schools. Basic curricula are provided in all elementary and junior high schools.

The average number of courses scheduled by Detroit high schools, 1961-62, is 192, ranging from more than 82 available at Commerce to 253 available at Cass Technical High School. All the high schools offer courses satisfying high-school graduation requirements in English, mathematics, science, social studies, business education, family living, safety education, and job upgrading. The Vocational Education Department makes available a variety of 171 courses.

In addition, policy and practice of the Detroit Public Schools is to permit the transfer of any student to a school offering needed courses that are not available in the school in his own geographic area, provided he is qualified. Examples of schools having special programs open on a city-wide basis are Cass Technical, Wilbur Wright, Chadsey, and Northern High Schools, and the High School of Commerce.

Recommendation 2 (See page 18.)

THE PRACTICE OF ABILITY GROUPING IN ACADEMIC SUBJECTS SHOULD BE CONTINUED AND EXTENDED WHERE NECESSARY IN THE SECONDARY SCHOOL.

—Approved by the Board, April 30, 1962.

Evidence with regard to the value of ability grouping in academic subjects is conflicting. The determination of situations under which ability grouping is most likely to contribute to improved academic growth will need to be the result of careful and continuing staff study.

EQUAL EDUCATIONAL OPPORTUNITIES — CURRICULUM AND GUIDANCE

Recommendation 3A (See page 18.)

DEVELOP A TOTAL SCHOOL PROGRAM TO DO A BETTER JOB OF PREPARING ALL PUPILS FOR THE WORLD OF WORK.

—Approved by the Board, April 10, 1962.

The Board of Education, under date of October 31, 1961, and after discussion as a Committee of the Whole, approved with a few modifications the report and recommendations of a two-year committee study on "Preparing Pupils for the World of Work." On November 2, 1961, the Superintendent of Schools established a staff committee to provide leadership and coordination of the steps necessary to make the recommendations effective.

Recommendation 3B (See page 19.)

ALL ACTIVITIES AND WORK EXPERIENCE PROGRAMS SHOULD BE AVAILABLE TO ALL YOUTH ACCORDING TO INTEREST AND ABILITY REGARDLESS OF RACE, CREED OR COLOR.

—Approved by the Board, May 8, 1962.

The viewpoint stated in the recommendation is one which is accepted and is in operation in Detroit schools. There are some activities and programs not available to all youth because facilities and staff are insufficient for all who would like to enroll, but they are not denied admission because of race, creed, or color.

Recommendation 3C (See page 19.)

STUDY AND APPRAISE THE ENTIRE BUSINESS AND VOCATIONAL EDUCATION PROGRAMS BEING OFFERED BY THE DETROIT BOARD OF EDUCATION IN VARIOUS COMPREHENSIVE, COMMERCIAL, AND TECHNICAL HIGH SCHOOLS, AND IN HIGH SCHOOLS WITH COOPERATIVE PROGRAMS; THE APPRENTICE TRAINING, TRADE, SPECIAL SCHOOLS, AND THE JOB-UPGRADING PROGRAM SHOULD RECEIVE PARTICULAR ATTENTION WITH THE END IN VIEW OF ESTABLISHING MORE COMPREHENSIVE AND BETTER COORDINATED EDUCATIONAL AND TRAINING PROGRAMS INVOLVING ALL TEACHERS AND FOR PUPILS OF VARIOUS LEVELS OF ABILITY.

—Approved by the Board, April 10, 1962.

This is in line with the recommendations already approved by the Board of Education in its acceptance of the Report of the Committee on Preparing Pupils for the World of Work.

This implies greater school expenditures when funds are available and the availability of more job opportunities in the community than at present.

Job-upgrading extension requires not only added staff and rooms, but also funds to subsidize essential try-out work experience of enrolled pupils. Added types of occupational training require added rooms, equipment, and teachers trained to teach those occupations.

A significant budget increase will be required to implement significantly this recommendation.

Recommendation 3D (See page 20.)

EFFORTS SHOULD BE MADE TO INCREASE THE WORK-ASSIGNMENT OPPORTUNITIES IN THE JOB-UPGRADING PROGRAM AND THE CO-OP PROGRAMS IN BUSINESS, INDUSTRY, AND RETAILING, ENLISTING THE COOPERATION OF EMPLOYING BUSINESS AND INDUSTRIES AND OF LABOR UNIONS TO GIVE OPPORTUNITIES TO ALL YOUTH. THESE PROGRAMS SHOULD BE EXPANDED.

ASSIGNMENTS TO WORK EXPERIENCES IN CO-OP PROGRAMS IN INDUSTRY, BUSINESS, RETAILING, AND JOB-UPGRADING SHOULD BE MADE WITHOUT REGARD TO RACE, COLOR, OR CREED. BUSINESS, INDUSTRY AND LABOR UNIONS SHOULD BE INFORMED REGARDING THIS METHOD OF ASSIGNMENT.

BOARD ACTION AND STAFF COMMENTARY

—Approved as amended by the Board, May 22, 1962. The second paragraph of the recommendation was modified to read as follows: REFERRALS OF STUDENTS TO APPLY FOR WORK EXPERIENCE IN CO-OP PROGRAMS IN INDUSTRY, BUSINESS, RETAILING, AND JOB-UPGRADING SHOULD BE MADE WITHOUT REGARD TO RACE, COLOR, OR CREED. BUSINESS, INDUSTRY, AND LABOR UNIONS SHOULD BE INFORMED REGARDING THIS METHOD OF REFERRAL.

Staff comments concerning recommendations 3A and 3C indicate expansion which has been made and is under way by the schools in programs to provide work opportunities for youth.

The schools do accept pupils into school programs without regard to race, color, or creed. They recommend pupils for placement in industry, business, and government work opportunities on the basis of those who are best qualified regardless of race, color, or creed. They do, and should continue to inform employers and labor unions that they operate on this principle.

It appears from the second paragraph of the recommendation before amendment that there may have been some misunderstanding of the role of the school in reference to work experience of pupils in co-op programs.

A co-operative program is one in which an employer hires a student and permits the pupil to work part-time and attend school part-time in a program which is designed to increase job competence. Pupils are *not assigned* by the school to a co-op job. They are *recommended* for employment, and if hired, their school program and job are arranged so that they both learn and earn. This is the reason for rewording the second paragraph of the recommendation.

Recommendation 4

(See page 20.)

THE ENTIRE CURRICULUM OFFERED HIGH SCHOOL GIRLS WITH SPECIAL EDUCATIONAL PROBLEMS SHOULD BE EVALUATED AND REVISED IN TERMS OF THEIR LIMITATIONS AND KNOWN NEEDS.

—Approved by the Board, April 30, 1962.

The footnote in the report, defining *special education*, includes blind and partially sighted, deaf and hard of hearing, crippled, epileptic, socially and emotionally maladjusted, and mentally retarded. The explanatory material for Recommendation 4 refers only to the girls enrolled in the Farrand Trade School. This would include only girls educationally or mentally retarded or socially maladjusted.

Recommendation 5

(See page 20.)

THE BOARD OF EDUCATION SHOULD RECEIVE ANNUALLY EVALUATIVE REPORTS AS TO HOW ITS CURRICULUM POLICIES ARE IMPLEMENTED AT THE LOCAL SCHOOL LEVEL.

—Approved by the Board, April 30, 1962.

The following listing of some of the reports presented to the Board of Education during the past two years indicates that the Board receives frequent and comprehensive reports as to how the curriculum and many other policies are implemented at the local school level:

DATE	REPORT	DUPLICATED (D) OR PRINTED (P)	PAGES
8-23-60	Southeastern High School Program, PTA Conference	(D)	6
9-13-60	Careers Unlimited	(D)	4
	Television Schedule	(D)	3
10-11-60	Biological Sciences Curriculum Study	(D)	1
	Graphic Arts in Junior High Schools	(D)	2
	Report on Summer School, 1960	(D)	1

11- 8-60	Report on Junior High Schools	(D)	7
11-22-60	Rutgers Plan Grant Proposal	(D)	7
12-13-60	Detroit's Mathematics Program	(D)	19
12-27-60	Foreign Language Enrollment Report	(D)	22
1-24-61	Summer and Saturday Work Institutes, September 1959 to September 1960	(D)	5
3- 4-61	Group Testing on School Ability	(D)	3
4-25-61	Report on PTA Conferences	(D)	121
5-23-61	Reading Program	(D)	19
6-19-61	Public Education in Detroit (1959-60) —A Message to Citizens	(P)	8
7-25-61	Special Projects and Research Studies	(D)	9
8-22-61	Work Institutes	(D)	5
	Computer Mathematics Project	(D)	7
	World of Work Committee Report	(D)	78
9-26-61	Testing in Detroit Schools	(D)	21
10-10-61	Great Cities Project Program	(D)	13
11- 3-61	Basic Areas of Education—A Message to Citizens	(P)	8
	West District Report	(D)	49
11-14-61	English Theme Reader Information	(D)	5
11-28-61	Special Education Report	(D)	32
	Northeast District Report	(D)	25
12-26-61	Television Education	(D)	19
	Machine Use for High School Schedules	(D)	5
1- 9-62	Southwest District Report	(D)	32
	Foreign Language Enrollment Report	(D)	22
	Summer School Report—1961	(D)	6
1-23-62	Evaluation of Arithmetic Teaching by Special Teachers in the Elementary Grades	(D)	5
2-13-62	Curriculum Council Program Report	(D)	6
2-27-62	North District Report	(D)	31
3-13-62	Book Selection Procedures	(D)	5
	Report on Division of Instruction	(D)	32
4-10-62	Equal Educational Opportunities Recommendations Report	(D)	442

Recommendation 6 **(See page 21.)**

ABOLISH SUMMER SCHOOL FEES FOR REMEDIAL CLASSES AND CLASSES FOR CHILDREN WHO FAILED, SO THAT ALL STUDENTS CAN ATTEND THOSE PARTICULAR SUMMER CLASSES. AS A LONG RANGE GOAL, ALL COURSES OFFERED IN THE DETROIT PUBLIC SCHOOLS DURING THE SUMMER SESSION SHOULD BE TUITION FREE AND OPEN TO ALL PUPILS WHO QUALIFY TO TAKE THEM.

—Approved by the Board, May 8, 1962.

Summer-school programs now operated offer opportunities for pupils to:

1. Make up work which has been failed.
2. Secure remedial or strengthening assistance in subject areas where pupils feel the need for special help.
3. Move ahead more rapidly toward school graduation.

4. Take courses the pupil would like to take but which he is unable to include in his program during the regular year. These may or may not give credit to apply toward completion of the grade or high school program.

During the 1961 summer session, 29,964 pupils were enrolled. $487,705.40 was collected in fees. Five hundred seventy-nine pupils were enrolled in classes without fees.

The goal of a summer program without fees is one to which the Superintendent subscribes for attainment, as rapidly as funds are available. In this connection, it is believed that summer-school programs should be recognized in state distribution of school funds.

Recommendation 7

(See page 21.)

ALTHOUGH THE COMMITTEE URGES THE CONTINUATION OF FREE TEXTBOOKS, LUNCHES, AND BUS TICKETS TO STUDENTS WHO ARE UNABLE TO PAY FOR THESE SERVICES, IT RECOGNIZES THAT THESE ARE BUDGETARY ITEMS WHICH PROPERLY BELONG TO OTHER GOVERNMENTAL AGENCIES. IT IS HOPED THAT THESE AGENCIES WILL BE ABLE IN THE NEAR FUTURE TO ASSUME THESE RESPONSIBILITIES AND THAT THE SCHOOL DOLLAR WILL BE UTILIZED FOR EDUCATIONAL PURPOSES. THESE FREE SERVICES SHOULD BE EXTENDED ON A TEMPORARY BASIS QUICKLY AFTER THE BEGINNING OF A NEW SEMESTER; OTHERWISE THE CHILD WILL BE PENALIZED UNTIL SUCH TIME AS THE PARENT'S REQUEST FOR FREE SERVICES HAS BEEN APPROVED OR DENIED. DECISIONS AS TO WHO SHOULD RECEIVE THESE SERVICES SHOULD BE CENTERED IN ONE DEPARTMENT, POSSIBLY THE ATTENDANCE DEPARTMENT, IN ORDER TO PROVIDE A UNIFORM POLICY BASED ON THE PROFESSIONAL TRAINING AND INSIGHT OF THE STAFF WORKING IN THE COMMUNITY.

—Approved by the Board, May 8, 1962.

The administration agrees that the provision of free lunches and bus tickets to students who are unable to pay for these services properly belongs to other governmental agencies, notably the Department of Public Welfare and other relief-giving agencies. Some efforts have been made over a period of years to have these agencies assume the costs. These efforts should be renewed and increased.

The administration is thoroughly in accord with the suggestion that the school dollar should be utilized for educational purposes, rather than for welfare purposes. At the present time, the decision as to which students should receive these services is centered with the school principal, governed by policies and procedures which have been developed utilizing ideas of principals, attendance officers, and the central administration. In cases where there is insufficient factual information for a final decision, the principal is authorized to grant the services temporarily until the necessary information for the decision is furnished by the Attendance Department. (See *Administrative Handbook*, I-66 to 70.) This procedure has been developed in order to gain the advantage of decisions without delay, yet with consistency of application of policy. Approval of the recommendation is proposed, with the understanding that the principal continue to grant the services when and where necessary under regulations established by the central administration.

Recommendation 8

(See page 21.)

ADEQUATE FREE BUS SERVICE FOR FIELD TRIPS SHOULD BE MADE AVAILABLE FOR SCHOOLS WHEREVER THERE IS DEMONSTRATED NEED FOR SUCH SERVICE.

—Approved by the Board, April 10, 1962.

During the school year 1961-62 two school buses have been purchased, bringing to three the buses owned by the school district.

Experience is insufficient to determine the average per-pupil cost per trip. If each Detroit pupil were to receive one field trip per year at a cost of 50 cents per pupil, the total cost would be $146,000.

Implementation of this recommendation depends upon the availability of funds.

Recommendation 9 (See page 21.)

PROVIDE FOR EACH SCHOOL A PETTY CASH FUND FOR UNEXPECTED SCHOOL NEEDS.

—Referred by the Board for further study, May 22, 1962.

Most schools have a "school fund" for unexpected school needs, or for items which they consider desirable but which have not been included under approved expenditures within the school budget. The "school fund" is usually the result of school or parent organization fund-raising efforts.

At present a petty cash fund of $10 is provided each school for minor expenses (*Administrative Handbook*, page IV-24). Larger items which may be unexpectedly required are handled through the regular requisitioning procedure. A committee is studying this matter and is scheduled to submit recommendations before the end of the current semester about providing special funds for schools.

Provision of a petty cash fund from the school system budget should reduce somewhat "emergency" purchase requests. It would increase the bookkeeping, auditing services to insure that such funds were used for items or services within approved school system policies. Allotment of 10¢ per pupil would amount to $29,200. If the amount were $1.00 per pupil, the amount would be $292,000.

A provision of this type has been made for schools in the Great Cities Project. The amount per school is $350.

The extent to which this recommendation is placed in operation should be determined in part by the experience gained in the Great Cities Project and in part by budget conditions.

Recommendation 10 (See page 22.)

IMPROVE THE LANGUAGE AND ARITHMETIC PROGRAMS IN AREAS OF READINESS, REMEDIAL SKILLS, AND CLINICAL NEEDS.

—Approved by the Board, May 8, 1962.

Steps taken in this direction during the past six years include:

1. Establishment of 246 after-school remedial classes.
2. Workshops for teachers on remedial reading and remedial arithmetic teaching.
3. Assignment of teachers on a part-time basis for remedial teaching in 31 schools.
4. Full-time remedial teachers in each of the seven Great Cities Project schools.
5. Establishment of tuition-free remedial classes in the summer session.
6. Development of curriculum guides to aid teachers in regular and in remedial teaching.

There is not a sharp line between normal instruction and remedial instruction. There is much "remedial" instruction given in regular classes.

Recommendation 11 (See page 22.)

ESTABLISH A SCHOOL LIBRARY IN ALL SCHOOLS REGARDLESS OF SIZE OR LEVEL; IMPROVE EXISTING LIBRARY PROCEDURES AND FACILITIES.

—Approved as amended by the Board, April 30, 1962. The recommendation was modified to read as follows: ESTABLISH ADEQUATE SCHOOL LIBRARIES IN ALL SCHOOLS REGARDLESS OF SIZE OR LEVEL; IMPROVE EXISTING LIBRARY PROCEDURES AND FACILITIES.

There are 24 buildings without libraries, but they have library service. Through the Book Exchange, operated by the School Libraries Department, book collections are provided the school which does not have a librarian. Help is given the school in arranging the collection for best school use.

BOARD ACTION AND STAFF COMMENTARY

The statement in the Equal Opportunities Report that "the present policy is to assign a school librarian to elementary schools with more than 16 sections" is not a rigid policy. Some schools with fewer than 16 sections have libraries where space can be provided for this service. In certain schools which do not have enough sections for a full-time library program, part-time librarians are assigned. In others, the librarian's program is filled out by assigning her part-time instruction in another field, or by providing library time for self-contained classes.

Recommendation 12A (See page 22.)

IMPLEMENT THE RECOMMENDATION OF THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS TO PROVIDE FOR THE PLANNED USE OF SCHOOL BUILDINGS AFTER SCHOOL HOURS.

—Approved by the Board, May 8, 1962.

Reports from the department of Adult Education, Evening and Summer Schools, and Community Use of Schools indicate that the approved policy is being implemented; and, as is noted in the Equal Educational Opportunities report, use of school buildings has been liberalized. Efforts are continuing to expand such programs.

In a report to the Board of Education at its meeting of June 27, 1961, it was recorded that more than 84,000 citizens participated in more than 2,000 "out-of-school" time activities during the week of May 21, 1961.

Three buildings in each of the nine administrative districts have been or are in process of being equipped with electric unit ventilators so that they are available for out-of-school hours use without having to keep the heating plant in operation.

The extent to which this may be carried is dependent to a considerable extent upon available budgeted funds.

Recommendation 12B (See page 22.)

OPEN SCHOOL LIBRARIES AFTER SCHOOL HOURS TO ENABLE STUDENTS TO STAY IN OR RETURN TO SCHOOL FOR THE PURPOSE OF DOING HOMEWORK, USING THE LIBRARY, INDEPENDENT STUDY, OR OBTAINING ASSISTANCE FROM A TEACHER.

—Approved by the Board, May 8, 1962.

One school in the Great Cities Project is now using this plan with apparent success, financed by project funds.

The 1962-63 preliminary budget included an item of $45,000 for after-school library service. The extent to which the recommendation can be made effective is dependent upon available funds.

Recommendation 13 (See page 23.)

EXTRA-CURRICULAR ACTIVITIES IN EACH SCHOOL SHOULD BE PLANNED TO SEE THAT THEY ARE READILY AVAILABLE TO ALL STUDENTS, THAT THEY ARE REPRESENTATIVE OF THE INTERESTS OF THE PUPILS, AND THAT THEY ARE A COMPLEMENTARY PART OF THE REGULAR SCHOOL CURRICULUM.

—Approved by the Board, May 8, 1962.

This is an objective of the schools.

Extra-curricular activities, as well as curricular activities, require available school space, equipment, and supplies, as well as time of personnel and pupils.

One of the gains in full-day session for high school pupils is that time is available for extra-curricular activities before and after the scheduled day for classes. Under half-day (extended session) organization, school begins early and runs late, with some pupils on the early and some the late shift. Rooms are not available and pupil schedules prevent many extra-curricular activities.

In September, 1956, there were 24,260 high school pupils on half-day session. In September, 1961, there were 14,207. In 1956 the pupil-teacher ratio for high school was 26.3. In 1961 it was 23.9. Both of these improvement factors have permitted some gain in extra-curricular opportunities.

One measure of the extensiveness of "out-of-school hours" activities was a report to the Board of Education of a check covering the week of May 26, 1961. There were 2,045 activities with more than 80,000 participants. It is to be noted, also, that some organizations had completed their extra-school-hour program prior to this time in the year.

As more space, personnel, equipment, and supplies can be spared from curricular work, expansion of the extra-curricular activities should proceed.

Recommendation 14 (See page 23.)

PROVIDE A WORKROOM FOR TEACHERS IN EVERY BUILDING, WITH DUPLICATING EQUIPMENT, TYPEWRITER, ART EQUIPMENT, AND OTHER MATERIALS.

—Approved by the Board, May 8, 1962.

This is considered by the administration to be a requisite for any school that is recognized as a complete school. New buildings, those being rehabilitated, and many of the older buildings have such a room. They vary in the adequacy of equipment.

An objective which has been stated by the Superintendent is that as rapidly as the pupil-space and the counselor-space programs are completed in a building, efforts should be made to provide space so that each teacher has a desk, filing cabinet, book shelves, and extra chair or two sufficiently secure and protected from disturbance in order adequately to hold a conference with a pupil or parent, or to correct papers or prepare lessons, and preferably with easily available part-time clerical assistance. Many science teachers, department heads, and industrial-arts teachers have such space. Tentative plans have shown that a regular classroom with movable dividers could provide space without other alterations for 9 or 10 teachers and a clerk. This would not take the place of a work center, but would add much to teacher effectiveness. Colleges found this to be true long ago.

Recommendation 15 (See page 23.)

ESTABLISH AN INSTRUCTIONAL-MATERIALS CENTER IN EACH SCHOOL WHICH WOULD INCLUDE ADEQUATE AUDIO-VISUAL EQUIPMENT, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS.

—Approved by the Board, June 12, 1962.

The basic idea is in accord with the Detroit school program and in line with its school-building planning. Physical-plant problems present themselves in many schools in connection with developing such a center. Most school libraries are now using all available space for books. Audio-visual equipment frequently has to be housed in a different location. Spaces for storage and spaces for utilization of other instructional materials are inadequate in many buildings.

Recommendation 16 (See page 23.)

INTERPRET CLEARLY THE FUNCTION OF THE DIVISION FOR IMPROVEMENT OF INSTRUCTION.

—Approved by the Board, April 30, 1962.

BOARD ACTION AND STAFF COMMENTARY

A statement on "The Role of Supervisors and the Division for Improvement of Instruction" was approved by the Board of Education on December 22, 1959.

The report of the Division for Improvement of Instruction to the Board of Education on March 13, 1962 (32 pages) restated the purpose of the division and explained its activities and its relationships clearly and in some detail.

Recommendation 17 (See page 24.)

COORDINATE THE CURRICULUM IN ALL GRADES, KINDERGARTEN THROUGH GRADE 12.

—Approved by the Board, June 12, 1962.

One of the purposes of establishing the school system's Curriculum Council in 1961 was to make possible coordination of the curriculum to a greater degree than at present—to the end that there will be a maximum of continuity in the development of a pupil's work as he progresses through school, and a maximum of desirable relationships in his contemporary learnings.

One of the reasons for developing the administrative district organization, to include all levels of schools in a geographical area of the city under the coordinating leadership of a district administrator, was to promote this coordination. Reports of district administrators to the Board of Education have told of activities which bring together in curriculum work representatives of elementary, junior high, and senior high schools.

In 1961 three curriculum coordinators were added to the Curriculum Studies Department of the Division for the Improvement of Instruction. Each one of these persons works with the principals and teachers of elementary and secondary schools in three administrative districts, on curriculum studies and projects which cut across grade levels and subject areas.

Textbook-selection and curriculum-guide committees regularly include representatives from more than one level of the school system. For example, if elementary or senior high school textbooks are to be selected, there will be included representation of junior high schools. If a junior high school text is being selected or curriculum guide is being developed, representation will include elementary and senior high school personnel.

Recommendation 18 (See page 24.)

ENCOURAGE ELEMENTARY AND SECONDARY SCHOOL TEACHERS TO HANDLE LARGER BLOCKS OF RELATED SUBJECT MATTER AREAS; E.G., LANGUAGE ARTS AND SOCIAL STUDIES, SCIENCE AND ARITHMETIC.

—Approved by the Board, April 30, 1962.

The report of the Committee on Education for Early Adolescents, approved by the Board of Education on October 6, 1959, recommended block-time programs in related subject-matter areas, especially in language arts and social studies. The majority of junior high schools and some senior high schools now have some block-time classes.

The Board of Education approved the recommendation of the Citizens Advisory Committee on Detroit School Needs to move toward the goal of placing elementary mathematics in a special room or combined with science in a special room, while assigning social studies to the homeroom, thus permitting the larger block of related subject matter of language arts and social studies to be taught in the homeroom. This is being done as rapidly as competent special arithmetic teachers are secured.

A supervisor was added to the Division for the Improvement of Instruction in 1961 to work with secondary-school staff on block-time programming and use of larger blocks of time in instruction.

Recommendation 19 (See page 24.)

FACILITIES FOR CLASSROOM ARRANGEMENTS SHOULD BE PROVIDED SO THAT FLEXIBLE GROUPINGS CAN BE IMPLEMENTED FOR EFFECTIVE TEACHING.

—Approved by the Board, May 8, 1962.

The rehabilitation and equipment-replacement programs have enabled many classrooms to change from fixed to movable seating. The rapidity of change from fixed to movable equipment has been slowed, because of the high priority on funds for the fire-safety and the relief-of-overcrowding programs.

It can proceed as rapidly as funds are available.

Recommendation 20 (See page 24.)

DEVELOP THE TEAM-TEACHING[16] APPROACH IN EACH SCHOOL.

—Approved by the Board, June 12, 1962.

The committee report recognizes that Detroit school organization lends itself unusually well for teachers especially competent in some area of instruction to improve their work by working together as a team. It notes that individual elementary and secondary schools are encouraging this approach. The school administrative leadership believes that much more can be done along this line.

Recommendation 21 (See page 24.)

ENCOURAGE RESEARCH IN THE CLASSROOM, THE SCHOOL, AND THE COMMUNITY.

—Approved by the Board, June 12, 1962.

A statement of policy on research and experimentation is included in *Teachers' Bulletin No. 2 (page D-7)*. It reads, in part:

> It is the policy of the school system to encourage experimentation for the purpose of developing improved methods, greater efficiency, or other desirable results. In conducting experiments, it is important to recognize that the schools are working with human material, so that what is done by one member of the staff is bound to affect to a greater or lesser degree other members of the staff. Furthermore, in order that the full co-operation of the system may be given any approved experimental work and because principals and the Superintendent are held responsible for activities that go on in the school system, it is necessary to have a procedure by which proposals for experimentation can be approved.
>
> The procedure recognizes that experimentation may be initiated and carried on either by an individual or group within the Detroit staff, or by individuals, institutions, or organizations outside of the Detroit schools; either case calls for co-operation and participation of Detroit school employees. It is recognized that experimentation and research activities forced upon teachers lose a great deal of their educational value. Principals and teachers are encouraged to be on the alert, however, to suggest or to par-

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[16] ***Team Teaching.***—An attempt by two or more teachers to improve the quality of instruction. As one example, team teaching may mean the close, active cooperation of two teachers in planning and offering educational experiences to a given group of children within a given area of working space. There are, of course, many other situations designated as team teaching. *(CAC Note 16, p. 24.)*

ticipate in projects or special problems when it appears that such problems or projects would be advantageous to improving education.

A report indicating 61 research studies and projects under way in Detroit schools was presented to the Board of Education on July 25, 1961.

Recommendation 22A (See page 25.)

EVERY SCHOOL PRINCIPAL SHOULD BE REQUIRED TO MEET WITH HIS STAFF, ASSESS THE EDUCATIONAL PROGRAM OFFERED, AND INDICATE ANY STEPS NEEDED TO HELP HIS PUPILS.

—Approved by the Board, April 10, 1962.

Every school principal meets regularly with his staff as a part of his regular responsibility. In large secondary schools the principal meets more frequently with the department heads, who, in turn, meet with the teachers.

One of the regular and recurring purposes of the meetings is to examine portions of the education program and to decide upon or to indicate steps that shall be taken to improve the program.

Recommendation 22B (See page 25.)

SCHOOLS SHOULD HAVE ADDITIONAL PERSONNEL ASSIGNED ON THE BASIS OF NEED. NEED SHOULD BE DETERMINED BY ASSESSING THE EXTENT TO WHICH EACH SCHOOL HAS STUDENTS WHO ARE UNDERACHIEVING, PRESENT BEHAVIOR PROBLEMS, ARE SPECIALLY GIFTED, HAVE HEALTH PROBLEMS, OR WHO ARE POTENTIAL DROP-OUTS.

—Approved as amended by the Board, June 12, 1962. In the second sentence of the recommendation, the words "Need should be determined by assessing the extent...." were modified to read: DETERMINATION OF NEED SHOULD CONSIDER THE EXTENT....

It is Detroit school policy that personnel should be assigned on the basis of need. The problem of evaluating extent of need which shall be reflected in differences in assignment of staff is both complicated and controversial. Recommendations of other citizen advisory groups and of school study groups have suggested needs in addition to the ones listed in this recommendation as ones which also should be considered in assignment of staff.

The principle stated in this recommendation is being carried forward at present to some extent through the added staff provided schools in the Great Cities Project, and allocation of clerical staff on a formula which takes into account pupil mobility and number of pupils transported into a school.

Steps already taken to assign counselors and teachers more uniformly on a pupil-teacher ratio basis are also in conformity with the over-all principle and represent a sound approach until such time as bases of need can be determined on better and more certainly justified criteria.

Recommendation 22C (See page 25.)

STUDIES SHOULD BE CONDUCTED IN THE SCHOOLS THAT HAVE ADDITIONAL PERSONNEL TO DETERMINE WHETHER THERE ARE CHANGES IN PUPIL ACHIEVEMENT AND PUPIL ADJUSTMENT, AND TO IDENTIFY THE FACTORS THAT WERE INSTRUMENTAL IN PROMOTING CHANGE OR A LACK OF CHANGE.

—Approved by the Board, April 10, 1962.

Careful evaluation of the effectiveness of additional personnel is in progress in the Great Cities Gray Area Study Project in Detroit, which involves seven schools and 10,000 pupils. This study is now three years old, and the evaluation procedures were built into the study when it was initiated. Adequate evaluation of changes of this type is time-consuming and expensive; however, it may be highly significant in planning educational advances.

Recommendation 23 (See page 27.)

THE STAFF IN EVERY SCHOOL IN DETROIT NEEDS TO REVIEW TOGETHER WHAT THE PURPOSES AND GOALS OF EDUCATION ARE, AND HOW STANDARDS DEVELOP AND CHANGE TO MEET THESE PURPOSES AND GOALS.

—Approved by the Board, May 8, 1962.

This is a part of the pre-service preparation of teachers. Most Detroit curriculum guides and many other statements of school policy include references to the purposes and goals of education generally and the purposes sought to be achieved in particular fields at particular grade levels. These statements are reviewed and re-examined each time a new instructional guide is developed.

The recently organized Curriculum Council was asked as one of its first tasks to formulate the objectives of education as they should be applied to Detroit schools.

Recommendation 24 (See page 27.)

REMEDIAL READING, SPEECH, AND ARITHMETIC TEACHERS SHOULD BE ASSIGNED FULL TIME TO SCHOOLS WHERE THE ACHIEVEMENT RECORD IS LOW AND THE DROP-OUT RECORD IS HIGH, TO HELP CHILDREN WHO ARE IN NEED OF ADDITIONAL EDUCATIONAL HELP.

—Approved by the Board, June 12, 1962.

There are at present 73 teachers who are assigned in the schools to speech correction work.

Twenty-nine teachers, available only on a one- or two-day-a week basis, provide remedial reading instruction in 31 schools. A number of classroom teachers who have been relieved of another teaching assignment for a few periods a week because of large-class television teaching, give remedial reading or remedial arithmetic instruction during that time.

There are no teachers employed only for remedial arithmetic instruction.

Recommendation 25 (See page 27.)

PROMOTE PUPILS ON AN ANNUAL RATHER THAN ON A SEMI-ANNUAL BASIS.

—Referred by the Board for further study and report, June 12, 1962.

The question of whether schools shall be organized on an annual, rather than on a semi-annual basis, receives periodic study by the school administrative staff in Detroit and elsewhere.

The major arguments in favor of annual promotions are these:

1. Continuity of pupils in working with the same teacher, or teachers, longer than for a semester.
2. Saving of time involved in school reorganization in mid-year.
3. Better staff use by having fewer small classes in some schools if a class is offered once a year, rather than each semester.

The major arguments in favor of semi-annual promotions are these:

1. With new classes admitted or organized each semester, pupils can have opportunities to start school or to graduate from school twice a year, rather than once.
2. Curriculum offerings can be more flexible, some courses being only a semester in length, and others extending the full year.

3. Pupils who fail lose only a semester, rather than a year.
4. Spread in the age or development of pupils within a class is reduced.

There are many other arguments advanced. There are pros and cons for each argument.

It is interesting to note that in recent years the trend in elementary and secondary schools has been toward annual promotion policy; while at the college level, the trend is toward trimester and quarter plans of organization. Detroit has been working to provide less of a school break at semester end, for greater continuity of pupils with the same teachers and program on an annual basis within the present organization which allows semi-annual acceptance of new classes and graduation from high school.

A study of the problem, made for the Superintendent in 1958, did not reveal enough advantages to suggest that a change should be made to annual promotions at that time.

With Wayne State University moving to the quarter plan next year, it would probably be wise to have a re-study of the problem of annual vs. semi-annual promotion after the impact of the university change can be determined.

Recommendation 26 (See page 27.)

THE BOARD OF EDUCATION SHOULD ESTABLISH A POLICY TO PROVIDE TEACHERS WITH AT LEAST ONE DAY EACH SEMESTER FOR INDIVIDUAL PARENT-TEACHER CONFERENCES.

—Approved by the Board, April 30, 1962.

Schools are authorized to dismiss pupils one day each semester for individual parent-teacher conferences provided an appropriate plan has been developed. Every school reports to the Superintendent its plan for individual parent-teacher conferences. A report was made to the Board of Education on April 25, 1961, based on the December 1960 school reports of their conferences.

A number of schools reported that in view of the inability of fathers especially, but also of mothers in many instances, to attend parent-teacher conferences during the day without losing a day from work, they had found it advisable to schedule the conferences at times other than during the school day.

Recommendation 27A (See page 28.)

CLEARLY DEFINE THE ROLE AND RESPONSIBILITY OF THE PRINCIPAL AS THE LEADER OF THE INSTRUCTIONAL PROGRAM IN HIS SCHOOL.

—Approved by the Board, June 12, 1962.

The role of the principal as stated in the *Administrative Handbook* (page V-11) is: "The principal is the person responsible for the over-all direction and management of the school as an educational enterprise in a community setting and as a part of the total school system." An accompanying school system organization chart (V-11) indicates the relationship of the principal to all other personnel in the individual school and in the school system as a whole. This handbook of 275 pages sets forth policies and procedures for which the principal has administrative responsibilities.

In addition, in the *Teachers' Bulletin No.* 2 of 89 pages, there is a chart of functional relationships (A-2) showing the relationship of the principal to all in the school and to the parents, as well as to the rest of the administrative and supervisory staff. This bulletin states (A-3): "The principal is in general charge of the school and is the representative of the Superintendent and the Board of Education." On 50 of the 89 pages, the principal is mentioned in his various responsibilities.

The January 4, 1962, edition of the administrative bulletin to principals (*Principals' Notes)* carries an article entitled "The Role of the Principal." This was presented by the

Superintendent at a meeting with the principals on December 5, 1961, and reproduced so that all school principals could have a copy.

Recommendation 27B (See page 28.)

EVALUATE HIS PERFORMANCE AS AN EDUCATIONAL LEADER IN DEVELOPING CURRICULUM, APPRAISING MATERIAL NEEDS, IMPROVING SCHOOL-COMMUNITY RELATIONSHIPS, AND STRENGTHENING STAFF MORALE.

—Approved by the Board, June 12, 1962.

Each district administrator has the responsibility of evaluating each principal in his district on the above qualifications and others. In cases where a district administrator considers that a principal is unsatisfactory, he makes a written report. The same procedure is followed with unsatisfactory principals as is followed with unsatisfactory teachers.

Recommendation 28 (See page 28.)

MORE SUPERVISION IN THE MODERN SENSE OF THE WORD (THE REAL PURPOSE OF SUPERVISION SHOULD BE TO IMPROVE THE QUALITY OF INSTRUCTION, RATHER THAN TO RATE THE INDIVIDUAL) SHOULD BE PROVIDED.

—Approved by the Board, June 12, 1962.

This is a continuous objective of the administration in its work with the district administrators, principals, and the Division for Improvement of Instruction. In the report of this division to the Board of Education in March 1962, the first part of the report sets forth "Types of Improvement of Instruction" and "Conditions Under Which Improvement Occurs" in some detail.

Evaluation of the competence of individual staff members, especially during their probationary years, is of course an important function of the principals, but incidental to their supervisory responsibilities. Supervisory personnel from the Division for the Improvement of Instruction are called upon by principals to give their judgment of the competence of teachers from time to time, because of their specialized knowledge and experience. However, in the *Report of the Division for the Improvement of Instruction* (pp. 10-12) rating is not even listed among their activities.

Recommendation 29 (See page 28.)

EVALUATE AND INTERPRET THE TESTING PROGRAMS FROM KINDERGARTEN THROUGH GRADE 12 FOR THE SCHOOLS AND FOR THE COMMUNITY.

—Approved by the Board, June 12, 1962.

A report on the results of the school system's testing program was presented to the Board of Education and reported by the press in May 1960. A more extensive report, "Testing in Detroit Schools", was presented to the Board of Education, and distributed to all principals in September 1961. It explained the testing program and use of test results in the school system.

A *Message to Citizens* entitled "Basic Areas of Education", distributed to the homes by pupils in November 1961, included a full page describing some results as measured by the testing program.

Frequent talks, dealing with school tests and testing in the schools, are presented by school staff members before parent-teacher meetings.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 30 (See page 29.)

THE ROLE AND RESPONSIBILITY OF THE DISTRICT ADMINISTRATOR SHOULD BE CAREFULLY DEFINED.

—Approved by the Board, June 12, 1962.

The *Administrative Handbook*, in the section on school staff organization (pages V-11 to V-13), includes a chart showing the responsibility relationships of the district administrator, and includes this statement under major responsibilities of chief administrative staff personnel:

> *The District Administrator*—Organization and administration of all schools in a district.
>
> The district administrator is a consultant, co-ordinator, and expediter for the principals in a district. His activities are directed to the end that:
>
> 1. Leadership is given to principals, school staffs, and the community served in efforts to improve the school program and to provide a smooth transition of pupils from one level to another.
> 2. Needs of the district are determined, and initiative is taken to see that these needs are presented to the appropriate agencies of the school system and are followed through to their appropriate fulfillment or other disposition.
> 3. Principals and parents in a district realize that they have someone to whom they may turn to secure answers to their questions or to have solutions to their school problems expedited.
> 4. Representation is given to the district in system-wide activities and interests.

Recommendation 31 (See page 29.)

THE SCHOOL SYSTEM SHOULD ORGANIZE ADDITIONAL IN-SERVICE COMMUNITY EDUCATION PROGRAMS FOR ADMINISTRATORS.

—Approved by the Board, June 12, 1962.

District administrators, as indicated in the reports made to the Board of Education, provide systematic and continuing programs for principals which include community education. Assistant principals and principals have been included in the human-relations workshops. A special workshop for principals was held in the summer of 1961. Another one is scheduled for 1962. In each of these, presentations of community relationships of principals have been included. In each case, the number of principals applying for admission has been greater than the number which could be accepted.

Recommendation 32 (See page 29.)

EVERY SCHOOL SHOULD ESTABLISH AN IN-SERVICE EDUCATION PROGRAM WHICH FOCUSES ON UNDERSTANDING THE COMMUNITY AND LEARNING HOW TO IMPROVE THE SCHOOL EXPERIENCES OF CHILDREN WITH DIFFERENT CULTURAL BACKGROUNDS.

—Approved by the Board, June 12, 1962.

There is a practical limitation on the time of school personnel for in-service work, on the number and urgency of areas in which school personnel need in-service work at any given time, and in the resources available to make an in-service program effective.

The school system provides for its personnel many in-service opportunities which focus on the total area or on phases of understanding the community and learning how to improve the school experiences of children with different cultural backgrounds.

As a part of the on-going in-service education program of each school, it is recognized that this is an area which calls for major attention of some schools at a particular time and less attention at other times, but the attention of all schools from time to time.

Recommendation 33 (See page 29.)

TEXTBOOKS ADOPTED IN THE GRADES ONE THROUGH EIGHT SHOULD BE MADE AVAILABLE ON THE BASIS OF ONE PER PUPIL.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: ADDITIONAL COPIES OF TEXTBOOKS IN GRADES ONE THROUGH EIGHT SHOULD BE PROVIDED IN EACH SCHOOL IN ORDER TO PERMIT PUPILS TO TAKE A TEXTBOOK HOME FOR STUDY ON OCCASION.

The present policy with regard to textbooks in grades 1 through 8 is that a textbook is made available on the basis of one copy per pupil seat in the room where the textbook is used. This means that in self-contained classrooms, the textbooks are provided on the basis of one per pupil; in homerooms, on the basis of one per two pupils (since one section of pupils uses the books in the morning and the other section in the afternoon); in special rooms, one per pupil seat in the room, thus enabling a set of books to serve whatever groups of pupils of the grade concerned come into that room during the week.

The advantage of having textbooks available on the basis of one per pupil would be that a pupil who wished to take a book home could do so. There is no evidence that providing every textbook on the basis of one per pupil in grades 1 through 8 would significantly improve instruction. In general, the requests for books to take home have been limited to those in mathematics and social studies used in the upper grades. It should be noted also that the cost of putting this recommendation into effect would be considerable.

Recommendation 34 (See page 29.)

THE BOARD OF EDUCATION SHOULD APPROVE A LONG-RANGE GOAL OF PROVIDING TEXTBOOKS FREE FOR ALL PUPILS.

—Approved by the Board, June 12, 1962.

Textbooks are now supplied to pupils through grade 7 without cost to the pupil. As noted in relation to Recommendation 33, this does not always mean a copy for the exclusive use of each pupil. The cost in 1960-61 for textbooks and supplies for pupils was $2,559,410, or $8.99 per pupil.

The cost of high-school textbooks is usually higher than that of elementary-school books. The estimated additional cost of providing texts without charge to all pupils is approximately $850,000. The first-year cost would be higher than that of succeeding years, because most books would be re-used over a period averaging four years.

Recommendation 35 (See page 30.)

WHEN FUTURE TEXTBOOKS ARE SELECTED, PREFERENCE SHOULD BE GIVEN TO:

A. THOSE WHICH RECOGNIZE THE HISTORY, DEVELOPMENT, NEEDS, AND ASPIRATIONS OF OUR TOTAL WORLD COMMUNITY.
B. THOSE WHICH INCLUDE VALID REFERENCE TO THE CONTRIBUTIONS OF MINORITY GROUPS TO AMERICAN HISTORY AND OUR POLITICAL, SOCIAL AND ECONOMIC LIFE.

—Approved by the Board, June 12, 1962.

These are some of many criteria used for the selection of textbooks. The primary purpose of a textbook is to contribute in maximum degree to the development of pupils toward the objectives of the program, whether it be in arithmetic, spelling, geography, history, music, or any other area of concern. The criteria listed above should be and are considered along with others by textbook committees.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 36 (See page 30.)

PROVIDE AN ADEQUATE DISTRIBUTION OF MATERIALS AND SUPPLIES TO SPECIAL SCHOOLS TO INSURE THE IMPLEMENTATION OF THE TYPE OF PROGRAM FOR WHICH THESE SCHOOLS WERE DESIGNED.

—Approved as amended by the Board, June 12, 1962. The words "special schools" were changed to read: ALL SCHOOLS.

This recommendation should apply to *all* schools. It calls for continuous appraisal within the staff and contacts with the community.

Recommendation 37 (See page 30.)

COURSES OF STUDY AND RESOURCE UNITS FOR ALL COURSES AT ALL LEVELS SHOULD BE SUPPLIED FOR ALL SCHOOLS.

—Approved by the Board, May 8, 1962.

As noted and commented upon in the CAC text following the above recommendation (page 30), much of the development of study and resource units for various grades and subjects has taken place in workshops, scheduled throughout the past several school years. Such workshops and other supervisory activities are on a continuing twelve-month scheduling basis.

In 1958-59 there were 26 summer, Saturday, and week-end workshops, ranging from two days to six weeks in length. In 1959-60 there were 78; in 1960-61 there were 111; and 119 of such activities are scheduled for the current school year. During these years over 115 curriculum guides and sets of teaching materials were developed by personnel directly connected with their utilization; many of the workshops also formulated new teaching techniques and assisted in selecting textbooks.

Recommendation 38 (See page 30.)

ALL PRINCIPALS SHOULD BE INSTRUCTED TO MAKE PERIODIC (SEMI-ANNUAL) INVENTORIES TO ASSESS THE NEED FOR REPLACEMENT OF OBSOLETE, WORN OUT, OR LOST BOOKS AND EQUIPMENT IN ADDITION TO SECURING CURRICULAR MATERIALS (TEXTBOOKS, SUPPLIES, AND CONSUMABLE WORKBOOKS) AT THE TIME OF THE REGULARLY SCHEDULED REQUISITION. TEACHERS IN EACH SCHOOL SHOULD BE INVOLVED IN ASSESSING THEIR NEEDS.

—Approved as amended by the Board, May 22, 1962. The recommendation was modified by deletion of the word SEMI-ANNUAL.

Inventories are now made annually. There seems to be no significant advantage in making them semi-annually, and much additional time would be required.

Recommendation 39 (See page 30.)

MULTIPLE ADOPTIONS OF TEXTBOOKS SHOULD BE UTILIZED TO A GREATER EXTENT IN ALL SCHOOLS.

—Approved by the Board, April 10, 1962.

This recommendation is in keeping with current policies and practices.

Recommendation 40 (See page 31.)

EXPLORE THE POSSIBILITY OF GETTING SEVERAL PUBLISHING COMPANIES TO PRINT PAPER-BACK TEXTBOOKS FOR THOSE SUBJECT-MATTER AREAS WHERE THEY MIGHT BE APPROPRIATE.

—Approved by the Board, April 10, 1962.

During the past two or three years, conferences have been held with representatives of textbook companies on the possibilities of increased publication of paper-back texts. Textbook and other publishing companies are actively studying the possibilities.

One company reported that the reduction in price of a paper-back edition for a specific seventh-grade text would be 19 cents per copy. Another company reported that a probable difference per copy between paper-bound and cloth-bound high-school textbooks would be 30 cents to 45 cents. The books would be identical, except for binding.

Recommendation 41 (See page 31.)

A COMMITTEE OF COUNSELORS, ADMINISTRATORS, AND TEACHERS SHOULD BE ORGANIZED TO STUDY THE DUTIES OF COUNSELORS AND MAKE RECOMMENDATIONS THAT WILL ALLOW COUNSELORS TO FUNCTION MORE EFFECTIVELY.

—Approved by the Board, June 12, 1962.

Such committees now exist in several schools and in several administrative districts. A school-system committee for this purpose will be established in the near future by the Superintendent.

Recommendation 42 (See page 31.)

THE COUNSELING LOAD IN THE JUNIOR AND SENIOR HIGH SCHOOL SHOULD BE NO MORE THAN 300 STUDENTS TO ONE COUNSELOR. WHERE THE NEEDS OF THE SCHOOL POPULATION AND INTENSITY OF PUPIL ADJUSTMENTS REQUIRED ARE GREATER, THE NUMBER OF PUPILS PER COUNSELOR SHOULD BE REDUCED.

—Approved by the Board, April 30, 1962.

Progress in reducing the number of pupils per counselor is indicated by these averages which were included in a detailed report to the Board of Education on January 9, 1962.

SCHOOL LEVEL	1958-59	1959-60	1960-61	1961-62
Senior High School	418	396	333	352
Junior High School	604	609	580	481

The extent and rapidity of progress on this recommendation depends primarily on the availability of funds in the budget.

Recommendation 43 (See page 31.)

PROVIDE CONTINUING PERIODIC IN-SERVICE EDUCATION WORKSHOPS FOR COUNSELORS TO PROVIDE INFORMATION AND TRAINING NECESSARY TO ENABLE THEM TO OPERATE MORE EFFECTIVELY IN THE FIELD OF COMMUNITY AND HUMAN RELATIONS.

—Approved by the Board, April 30, 1962.

During the past two years, two workshops have been conducted for counselors. A counselor's handbook has been developed and is in the hands of counselors on a trial basis.

Recommendation 44 (See page 32.)

PROVIDE GUIDANCE CONSULTANT SERVICE TO ALL ELEMENTARY SCHOOLS, AND IN LARGER ELEMENTARY SCHOOLS, ASSIGN A GUIDANCE CONSULTANT TO THE REGULAR STAFF.

—Approved by the Board, June 12, 1962.

BOARD ACTION AND STAFF COMMENTARY

Steps were taken in 1956-58 to bring about the assignment of one or more assistant principals free of classroom assignments to each elementary school with guidance responsibilities as part of their major duties. The recommendations of the Committee on Early Adolescents, which were approved by the Board of Education, recognized the need for added counseling service in grades 7 and 8.

Steps toward implementation of this recommendation have been taken by counselor assignments in junior high school units. Added staff will be required to proceed further.

Work with assistant principals on guidance responsibilities is included in their workshops and will be continued.

Recommendation 45 (See page 32.)

COUNSELING SERVICE SHOULD BE IMPROVED BY PROVIDING THE COUNSELORS WITH INCREASED AND ADEQUATE CLERICAL HELP AND WITH QUARTERS IN WHICH THEY MAY HAVE PRIVATE INTERVIEWS.

—Approved by the Board, April 30, 1962.

Clerical Help for Counselors

As of June 30, 1960, junior and senior high school counselors were receiving 184 clock hours per day of clerical help. Eighty-six and a half clerical hours have since been added for counselors. This is a 47 per cent increase.

Cubicles for Counselors

During the school year 1959-60, three schools tried out counselor cubicles.

In 1960-61, 30 such cubicles were provided in 15 buildings.

By the end of the current school year, 24 cubicles will have been constructed in 12 more buildings.

Thus the past three school years have accounted for 57 cubicles in 33 schools.

Recommendation 46 (See page 32.)

STUDY THE EFFECTIVENESS OF GUIDANCE, TESTING, PUPIL ADJUSTMENT AND YOUTH PLACEMENT SERVICES PROVIDED BY THE DETROIT SCHOOL SYSTEM WITH A VIEW TO MODIFYING, COMBINING, COORDINATING, AND DECENTRALIZING SOME ACTIVITIES AND ELIMINATING THOSE SERVICES WHICH CAN BE HANDLED ADEQUATELY BY OTHER TAX-SUPPORTED AGENCIES.

—Approved by the Board, June 12, 1962.

This is a continuing responsibility of the central administration, and especially of the Assistant Superintendent in charge of Child Accounting and Adjustment. It will be an assignment of the committee to be established as noted in Recommendation 41 to make a study as is suggested above, and to report its findings to the Superintendent.

Recommendation 47 (See page 33.)

STATE, LOCAL, AND PRIVATE SOURCES NEED TO INCREASE FACILITIES FOR CHILD-GUIDANCE CLINICS, DIAGNOSIS, AND TREATMENT OF CHILDHOOD PROBLEMS OF ADJUSTMENT IN THE HOME, SCHOOL, AND COMMUNITY. THE BOARD OF EDUCATION IS URGED TO TRANSMIT THIS RECOMMENDATION TO THE APPROPRIATE AGENCIES DISCUSSED ABOVE, AND TO JOIN THESE AGENCIES IN THE EVALUATION AND IMPLEMENTATION OF THESE NEEDS.

—Approved by the Board, May 8, 1962.

The need for additional facilities for diagnosis and treatment of childhood problems in the school district, metropolitan area, and State is recognized. School staff members continually work with personnel of agencies supported by voluntary contributions and by taxes in cooperative enterprises.

Recommendation 48 (See page 33.)

PROVIDE SUFFICIENT STAFF FOR THE COORDINATION OF GUIDANCE AND COUNSELING ACTIVITIES AND SERVICES ON A CITY-WIDE, DISTRICT, AND LOCAL SCHOOL BASIS.

—Approved by the Board, April 10, 1962.

Determination of what is "sufficient" staff requires resolution of divergent ideas, as is true in most school services.

Recommendation 49 (See page 33.)

FORM A CITY-WIDE DETROIT GUIDANCE COUNCIL AND NINE DISTRICT GUIDANCE COUNCILS TO STUDY AND COORDINATE YOUTH NEEDS; THESE COUNCILS SHOULD BE COMPOSED OF BOTH SCHOOL AND COMMUNITY PERSONNEL.

—Referred by the Board for further study and report, June 12, 1962.

Pending the completion of a study of the guidance program and activities as noted in Recommendations 41 and 46, it would seem wiser to hold action on the establishment of a city-wide and of district guidance councils.

Recommendation 50A (See page 34.)

THE BOARD OF EDUCATION SHOULD SEEK ENACTMENT OF STATE LEGISLATION THAT WOULD PERMIT LOCAL BOARDS OF EDUCATION TO REQUIRE PERIODIC MEDICAL EXAMINATIONS OF SCHOOL CHILDREN.

—Action postponed by the Board, April 30, 1962.

The requirement by the Board of Education of a medical examination of all children would be considered by some parents as an unjustified invasion of their rights as parents. This would be particularly true of those belonging to some religious groups.

Pending further study, it seems preferable to continue the present policy of encouraging, but not requiring, medical examinations.

Recommendation 50B (See page 34.)

THE BOARD OF EDUCATION SHOULD HAVE A WRITTEN, WELL-PUBLICIZED POLICY ON MEDICAL EXAMINATIONS OF SCHOOL CHILDREN UNDER ITS JURISDICTION.

—Referred by the Board for further study, April 30, 1962.

Medical examinations are presently recommended for all school children prior to their entrance to elementary school, junior high school, and senior high school.

Recommendation 50C (See page 34.)

THE BOARD OF EDUCATION SHOULD REQUIRE A MEDICAL EXAMINATION OF CHILDREN PRIOR TO ENTRANCE TO ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL AS A MINIMUM.

—Action postponed by the Board, April 30, 1962.

Such a requirement at this time is not permitted under State laws. However, this report will be made available to the public-health agencies of Detroit and other Michigan communities, some of which may wish to consider initiating action leading toward legislation.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 50D (See page 34.)

> THE BOARD OF EDUCATION SHOULD PERIODICALLY EVALUATE ITS SCHOOL HEALTH PROGRAM TO IDENTIFY INADEQUACY AND DETERMINE WAYS OF STRENGTHENING THE PROGRAM. CONSULTATION WITH LOCAL HEALTH DEPARTMENTS AND MEDICAL GROUPS SHOULD BE INCLUDED IN THIS PROCESS. IN THOSE SCHOOLS HAVING A HIGH INCIDENCE OF COMMUNICABLE DISEASES AND POOR HEALTH STANDARDS AS DETERMINED BY COMMUNITY HEALTH SURVEYS, CHILDREN COMING FROM FAMILIES WHICH ARE NOT INDIGENT BY DEFINITION (WELFARE OR A.D.C. RECIPIENTS), AN EFFORT SHOULD BE MADE TO EXTEND THE SERVICES MENTIONED ABOVE TO THESE PUPILS AS WELL.
>
> —Approved by the Board, June 12, 1962.

The Board of Education in August 1959 appointed a Citizens Advisory Committee to Study the Health, Physical Education, and Physical Fitness program of Detroit schools. This Committee made its report in June 1960. The Board of Education studied, discussed, and acted upon these recommendations.

A similar comprehensive evaluation is periodically desirable, but probably not of high priority at the moment.

It should be noted that school staff members participate with the school health committee of the Wayne County Medical Society, which is chaired by a member of the Public Health Department.

Recommendation 50E (See page 34.)

> THE BOARD OF EDUCATION SHOULD MAKE PROVISIONS FOR MEDICAL EXAMINATION OF INDIGENT CHILDREN AND OTHERS WHO CAN NOT AFFORD EXAMINATIONS BY ESTABLISHING AND ORGANIZING A SPECIFIC DEPARTMENT CHARGED WITH THIS RESPONSIBILITY. THIS DEPARTMENT SHOULD BE HEADED BY A DOCTOR OF MEDICINE AND STAFFED PROFESSIONALLY BY PHYSICIANS HIRED ON A FULL AND/OR PART TIME BASIS.
>
> —Approved as amended by the Board, June 12, 1962. In the first sentence, the words "by establishing...charged with this responsibility" were modified to read: BY PROVIDING SPACE IN SCHOOL BUILDINGS AND BY EXCUSING PUPILS FROM CLASS WHEN NECESSARY FOR MEDICAL EXAMINATIONS CONDUCTED BY THE DEPARTMENT CHARGED WITH THIS RESPONSIBILITY. The second sentence was not changed.

The provision of medical services is a function at present allocated to the Public Health Department. It was located there because this makes it possible for the services to be provided to all children, whether or not they attend public schools. This allocation of function was approved by the Citizens Advisory Committee on Health, Physical Education, and Physical Fitness.

A recent survey of the school health services in Philadelphia by a special study group recommended that health services be provided by the Public Health Department, rather than by the schools. This was indicated to be more efficient, economical, and effective than if done by the schools.

It is recognized that the schools can, do, and should cooperate closely with the Public Health Department in many ways. Included is the assistance in providing medical examinations for the indigents by making space available in the school, and excusing pupils from class work when necessary in order that the examinations be conducted. This is present practice.

ORGANIZATION AND ADMINISTRATION

Board Action and Staff Commentary

Recommendation 1 (See page 57.)

IN THE SELECTION OF TEACHERS AND ADMINISTRATIVE PERSONNEL, THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD ADMINISTER SUCH APPRAISAL AS NECESSARY TO ASSURE THAT THOSE SELECTED HAVE A SENSITIVITY TO INTERGROUP PROBLEMS AS WELL AS BROAD UNDERSTANDING OF HUMAN RELATIONS (EVEN THOUGH, IN THE CASE OF A NEW TEACHER, THE CANDIDATE MAY NOT HAVE EXPERIENCED SPECIFIC INTERGROUP STUDY OR CONTACT).

—Approved by the Board, May 8, 1962.

Acceptance of this recommendation as an objective is in agreement with present policies and procedures. Implementation of the policy is not and will not be easy.

There are no simple, objective procedures to test attitudes on human relationships or sensitivity to intergroup problems. Judgment by peers and by supervisory and administrative personnel can be secured and evaluated. This is done. Types of questions may be asked by psychological examiners and interviewing committees which may elicit responses indicative of attitudes.

When such questions have been asked and individuals have not been selected, unsuccessful candidates have cited the asking of such questions as evidence of bias and discriminatory practice in the selection or promotion procedures.

This is an area on which work needs to be continued with discretion and care.

Recommendation 2 (See page 57.)

IN THE ASSIGNMENT OF PRINCIPALS AND ASSISTANT PRINCIPALS TO SCHOOLS IN MULTI-RACIAL NEIGHBORHOODS, EACH PERSON ASSIGNED SHOULD BE REQUIRED TO HAVE DEMONSTRATED, NOT ONLY PUPIL UNDERSTANDING AND TEACHING DEDICATION, BUT ALSO INTELLIGENT AND UNPREJUDICED INTERGROUP BEHAVIOR. EMPHASIS IN SELECTION SHOULD ALSO BE PLACED ON INTEREST IN THE COMMUNITY AND ABILITY TO WORK WITH THE PEOPLE AND ORGANIZATIONS OF THE NEIGHBORHOOD.

—Approved by the Board, May 8, 1962.

The characteristics listed are those which any principal and assistant principal should have, regardless of the neighborhood served by the school. The selection process for principals and assistant principals attempts to ascertain that persons selected have these characteristics before they are placed on the eligibility list.

Assignment of principals and assistant principals to school openings is from an eligibility list and in order as stated in assignment policies (*Administrative Handbook*, II-8 and 9). Transfer requests are also considered. This procedure has been carefully developed to avoid possible discrimination or feelings that conditions other than merit entered into placement.

The Superintendent should and does review each placement with others who know the top persons on the eligibility list to try to be as sure as possible that the person assigned will be the best one from the top candidates for the assignment.

Recommendation 3 (See page 57.)

THE BOARD OF EDUCATION AND ADMINISTRATION OF THE PUBLIC SCHOOL SYSTEM SHOULD MAINTAIN A FIRM POLICY THAT SECTARIAN TEACHING IS THE PROPER RESPONSIBILITY OF THE HOME, CHURCH, AND SYNAGOGUE, AND NOT OF THE PUBLIC SCHOOL.

—Approved by the Board, April 10, 1962.

This is present policy.

Recommendation 4 (See pages 61-62.)

THE PUPIL TRANSFER POLICY OF THE DETROIT PUBLIC SCHOOLS SHOULD BE LIBERALIZED TO PERMIT ANY CHILD AT ANY GRADE LEVEL, REGARDLESS OF RACE, RELIGION, NATIONALITY, OR SOCIAL CLASS, TO TRANSFER TO ANY SCHOOL IN THE SYSTEM, UNDER THE FOLLOWING CONDITIONS:

A. TRANSFERS MAY OCCUR ONLY AT THE BEGINNING OF EACH NEW SEMESTER. IF THE REASON FOR TRANSFER IS THAT A CHILD WISHES A CERTAIN PROGRAM NOT AVAILABLE IN HIS LOCAL SCHOOL AND IS CAPABLE OF TAKING THAT PROGRAM, THE CHILD SHOULD BE ACCEPTED WITHOUT REFERENCE TO EXISTING PUPIL LOAD AT THE INTENDED SCHOOL. IN ALL OTHER CASES, TRANSFER WILL BE MADE ONLY WHERE THE INTENDED SCHOOL WILL HAVE SPACE FOR THE CHILD DURING THE NEW SEMESTER. TOWARD THESE ENDS, AND EXCEPT IN EMERGENCIES:
   (1) APPLICATION FOR PUPIL TRANSFER WILL BE MADE SUFFICIENTLY IN ADVANCE OF ANY NEW SEMESTER AS TO BE ADMINISTRATIVELY FEASIBLE.
   (2) PUPILS REQUESTING TRANSFER TO A GIVEN SCHOOL WILL HAVE THEIR NAMES PLACED ON A PRIORITY LIST IN ORDER OF APPLICATION AND WILL BE ADMITTED TO THAT SCHOOL IN STRICT PRIORITY.

B. IN ANY CASE OF TRANSFER OUTSIDE THE SCHOOL DISTRICT WHERE THE FAMILY CANNOT AFFORD TO PAY THE TRANSPORTATION COST, THE SCHOOL SYSTEM WILL PAY THE COST.

—Approved by the Board, April 30, 1962.

The present procedures relative to pupil transfers are set forth in the *Administrative Handbook*, pages I-17 to I-19. These procedures, in accord with the indicated conditions of Recommendation 4, are as follows:

ADMISSION TO A PARTICULAR SCHOOL

> Every board of education is authorized to establish attendance areas within the school district.
>
> —*Michigan School Code*

In order to provide the best possible school facilities for all pupils, Detroit schools require students to attend the school in the attendance area in which legal residence is maintained. A student is not permitted to establish residence with relatives or friends for the purpose of enrolling in a school of his own choice.

Attendance areas and boundaries are listed in the Boundary Guide issued annually by the School Housing Division.

Occasionally, for good reason, parents may desire to have a child attend some other public school. The procedure for handling such a request is as follows:

1. The parent making such a request shall be completely informed of the rules and conditions necessary.
2. The application for permission shall be signed by the parent and shall be made on the regular application blank. (These forms are available in all school offices and in the offices of district administrators.)
3. The application shall be mailed to the Assistant Superintendent, Elementary and Secondary Schools, 5057 Woodward Avenue, for recording and routing to the district administrator of the potential receiving school.
4. The district administrator shall verify the necessary facts of the situation. On the basis of such information he shall either approve or disapprove the application. Applicants approved during previous semesters will receive priority; order of receipt in the office of the assistant superintendent will determine other priorities.
5. If the application is approved, it shall be kept on file in the office of the district administrator. A permit (Form 33) shall be issued by the district administrator with copies sent to the receiving school, sending school, sending district administrator, assistant principal, and parent.

   A standard transfer form must also accompany the pupil to the new school so that pupil accounting procedures are completed. When it is necessary to expedite transfers (such as at the start of a semester), principals may clear matters by phone, move the child as in standard transfer procedure, and follow this with correct routing of permit forms.

6. If the application is not approved, copies of the application will be sent by the district administrator to the parent and to the assistant superintendent, with the reason(s) noted. The original application is to be kept on file in the office of the district administrator.
7. When the listed excess capacity of any school has been exhausted, the district administrator shall refrain from approving further applications based on excess capacity and shall immediately inform the assistant superintendent who shall inform all schools.
8. Every effort should be made to complete the issuance of permits prior to the beginning of the semester.

Permits may be granted under one or more of the following conditions:

1. The school to which a transfer is requested is one listed as eligible to receive pupils, (whose parents agree to furnish the transportation needed) on the basis of available capacity, i.e., the anticipated enrollment is enough below capacity to allow additional enrollment of a given number of such permit pupils without crowding pupils who live in the school attendance area. A listing of such schools is prepared and distributed prior to the beginning of each semester. Permits are to be granted up to the listed number allowed on the basis of the order in which applications are received in the office of the assistant superintendent.
2. The school which the pupil normally would attend is unable to provide schooling essential to the pupil.
3. There are health, behavioral, or psychological reasons verified by the school system's medical, school adjustment, or psychological personnel which make the transfer desirable for the sake of the welfare of the pupil or of the children in the school from which the pupil is transferred.
4. Permits granted will remain in force until the end of the school year, subject to renewal if excess capacity remains and the student has maintained satisfactory scholarship, citizenship, and attendance.
5. Pupils may be given a permit only once at any school level (subject only to renewal at the same school). Having once made a choice of school, the pupil must remain at the school selected unless transferred by school authority because of moving or other reasons of standard school practice.
6. When a permit is issued to attend school outside the home attendance area, the school accepting the pupil becomes the parent school and any succeeding adjustments are the responsibility of that school.
7. In the case of senior high schools only, a pupil who has legitimately lived within the attendance area and attended the correct area high school and then moves to another high school attendance area within the city may continue in his original high school without obtaining a permit. This privilege is granted so long as the new address is promptly registered with the school and the pupil maintains satisfactory scholarship, citizenship, and attendance records.

   Elementary and junior high school students who move to different attendance areas (as above) and who maintain satisfactory scholarship, citizenship, and attendance records may be permitted to finish the year in which they would graduate. In all cases the new address must be registered promptly in the school office.

Recommendation 5 **(See page 62.)**

TO AVOID AND PREVENT ANY IMPRESSION OF BOUNDARY LINE GERRYMANDERING, THE BOARD OF EDUCATION SHOULD IMPLEMENT RECOMMENDATION 4 OF THE SCHOOL COMMUNITY RELATIONS REPORT OF THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS, WHICH THEY HAVE APPROVED.

—Approved by the Board, May 8, 1962.

BOUNDARY OR ORGANIZATION CHANGE, to be effective September, 1962

☐ Boundary change as indicated on attached map, shifting approximately ________ students.

from ________ to ________ elementary school.
from ________ to ________ junior high school.
from ________ to ________ senior high school.

☐ Grade organization change as indicated on attached boundary guide

adding grade ________ to ________ school.
eliminating grade ________ to ________ school.

☐ in whole
☐ in part affecting approximately ________ students.

☐ Transportation of approximately ________ students.

from ________ school to ________ school.
selected on the following basis:

☐ grades ________, ________, ________.
☐ all grades on a geographic basis from following area

____

Date ________

____
District Administrator

☐ Recommended
☐ Not recommended

____
Merle Henrickson, Anthony G. Adinolfi
School Housing Division

Date ________
Comment ________

☐ Recommended
☐ Not recommended

____
Charles J. Wolfe
Assistant Superintendent of Schools

Date ________
Comment ________

☐ Approved
☐ Not approved

____
S. M. Brownell
Superintendent of Schools

Date ________

This has been done. No attendance district boundaries are changed without following the procedure of study by the district administrator and the School Housing Division, review by the assistant superintendent in charge of administration of school units, and review by the Superintendent. (See form for this purpose, page OA-4.) The assistant superintendent in charge of community relations participates in the review.

When the review has been completed, the principal of the school presents the proposed change to parents involved and indicates willingness of the administration to consider suggestions of better solutions. If the study and review have been as thorough as they should be, it would only be occasionally that suggestions which may come will not already have been considered.

One of the community-relations problems is that occasionally during the process of review, and before decisions are reached, a group of persons in an area hears of possible changes and is disturbed prematurely. This is one of the problems involved in discussing possible changes to find out what are the advantages and disadvantages.

Recommendation 6

(See page 62.)

WHEN BUSING SHALL BE NECESSARY TO RELIEVE OVERCROWDING IN ANY GIVEN SCHOOL, BUSING SHOULD BE BASED ON A GEOGRAPHIC CONCEPT WHEREBY PUPILS IN VARIOUS GRADES BUT FROM A GIVEN GEOGRAPHIC SEGMENT CAN BE SENT TO THE NEAREST SCHOOL HAVING AVAILABLE SPACE.

—Approved by the Board, May 8, 1962.

This is the usual practice. Study and action to provide classroom space are deserving of priority attention at any time a situation of overcrowding occurs and certainly at the beginning of each school semester. Some of the conditions requiring added classrooms are:

1. Enrollment increases.
2. Keeping the number of elementary pupils on half-day session at a minimum.
3. Providing for additional numbers of pupils in special education classes who are now on waiting lists.
4. Reducing class size as recommended by the Citizens Advisory Committee and approved by the Board of Education.
5. Placement of ninth-grade pupils in converted junior high school units.
6. Establishing additional self-contained classes as recommended by the Citizens Advisory Committee and approved by the Board of Education.

Classrooms have been added to the schools in recent years through several sources: (1) new buildings, (2) new transportable rooms, (3) rooms rented, and (4) rooms made available through alteration. At the same time the number of classrooms has diminished where rooms are no longer available for class use, *e.g.*: (1) building abandoned, (2) classrooms unusable under safety code, or (3) temporary building demolished.

Each time an instance of overcrowding arises, it is the policy of the administration to complete the following procedure:

1. Try to relieve the situation so that pupils can continue to attend school within convenient distance of their home by such methods as:
   a. Reorganizing the facilities of the building.
   b. Adjusting boundaries with a neighboring attendance area or areas that are less crowded.
   c. Altering facilities to provide more rooms in the building.
   d. Renting suitable quarters in the attendance area.
   e. Erecting transportable units.
   f. Relocating regional or city-wide programs from areas of overcrowding to areas with school space.
2. Where it is not practical to relieve the situation within the area, transport pupils to schools having available space. In making such a decision these considerations are important:

a. That the pupils can expect to continue more than one year in the receiving school, unless permanent facilities become available in their local school.
b. That the school be the nearest one having enough available space, provided it is not or probably will not be needed to serve pupils of its own attendance area or of an attendance area as close or closer than the proposed sending school.

3. It is recognized that in working out an individual crowded situation there will be in most cases additional factors which need to be considered, *e.g.*, cost of rental vs. transportation, number of additional teachers that may be required in the two situations, etc.
4. In making a change it is desirable and important that the parents who will be affected be given as much opportunity as possible to understand what is being planned and how it will improve the educational situation for their children.

   When it has been decided that transportation of pupils is the best solution to a particular situation, the principal of the sending school shall requisition the necessary transportation directly through the office of Business Affairs and notify the district administrator and assistant superintendent by forwarding copies of the requisition to them.

There are occasions, however, when it is wiser to bus one or more grades from a school. For example, in order to relieve overcrowding in the Berry, Field, Monteith, Nichols, and Van Dyke schools which had eight grades, the Butzel Junior High School is being built. Rather than wait until the new school would be completed, it was possible to bus grade seven and continue pupils through grade eight to the Barstow School—which was vacated for a redevelopment project, but could be retained for use until the Butzel School could be opened. The Butzel Junior High School organization was thus initiated in the Barstow building and the elementary-school overcrowding relieved two years before completion of the Butzel.

Recommendation 7 (See page 62.)

THE SCHOOL SYSTEM, IN LINE WITH SOUND EDUCATION PRACTICE, SHOULD INCREASE OPPORTUNITIES FOR EXPERIENCES WHICH CROSS RACIAL, RELIGIOUS, NATIONALITY, AND SOCIAL LINES IN OUR SCHOOLS.

—Approved by the Board, May 8, 1962.

As pupils progress through the school system, they have increasing opportunities for experiences which involve pupils from several grades in the same school and pupils from other schools. Examples are school-wide entertainments given for parents and service on safety patrols or service squads. District-wide bands and orchestras, contests in spelling, science fairs, special-ability classes made up of pupils from several schools, and athletic events bring together pupils from several or all schools in the district. Inter-high-school athletics, the children's concerts at Ford Auditorium, all-city music and art groups, the Youth Awards dinner, co-op dinners with employers, and other similar events bring together pupils from all sections of the city.

Recommendation 8 (See page 62.)

THE BOARD OF EDUCATION SHOULD AFFIRM ITS RESPONSIBILITY, AS A PUBLIC EDUCATIONAL AGENCY, TO PROMOTE THE PROCESS OF RACIAL DESEGREGATION IN EVERY FEASIBLE WAY WITHIN THE PUBLIC SCHOOLS OF DETROIT, AND THE BOARD OF EDUCATION SHOULD REAFFIRM ITS BELIEF IN THE HISTORIC GOAL OF AMERICAN PUBLIC EDUCATION WHICH RECOGNIZED THE BLENDING OF OUR HETEROGENEOUS POPULATION AS A MEANS FOR ACHIEVING EQUALITY OF EDUCATIONAL OPPORTUNITY AND AS A NECESSITY FOR NATIONAL UNITY AND PROGRESS.

—Approved by the Board, May 8, 1962.

BOARD ACTION AND STAFF COMMENTARY

This is a compound recommendation involving two concepts.

The first asserts that the Board of Education should state that it has the responsibility to promote racial desegregation in every feasible way within the schools of Detroit.

Present policy and practice recognize that schools shall be organized for instruction and that pupils shall have their instruction and all of their activities handled on the same basis, regardless of their race. "Regardless of race, color or creed" is the phrase used in official documents. This has been the stated policy of Detroit schools for many years. Hence, promoting desegregation—i.e. removal of restrictions, if any should be found in school policy or procedures, which would prevent all pupils from having equal educational opportunities and common use of all facilities and activities of the school system—has been and is Detroit school policy and practice.

The second recommends re-affirmation of belief in the historic goal of American public education which recognized the blending of our heterogeneous population as a means for achieving equality of educational opportunity and as a necessity for national unity and progress.

This, likewise, has been and is the objective of Detroit schools—to provide for all pupils full, equal, and common opportunities regardless of race, creed, or color.

Recommendation 9 (See page 62.)

THE BOARD SHOULD SEEK WAYS AND MEANS OF EQUALIZING THE SIZE OF SCHOOL DISTRICTS BY EQUALIZING THE NUMBER OF CHILDREN IN EACH. WHENEVER THE DETROIT PUBLIC SCHOOLS FIND IT NECESSARY TO DIVIDE A DISTRICT, THE DIVISION SHOULD BE CARRIED OUT IN ACCORDANCE WITH THE PRINCIPLES IN RECOMMENDATION 5 OF THE ORGANIZATION AND ADMINISTRATION REPORT.

—Approved as amended by the Board, May 8, 1962. The first sentence was modified to read as follows: THE BOARD SHOULD SEEK WAYS AND MEANS OF EQUALIZING THE SIZE OF ADMINISTRATIVE DISTRICTS RECOGNIZING THAT THE NUMBER OF PUPILS IN EACH DISTRICT IS A MAJOR FACTOR IN SUCH A DETERMINATION. The second sentence was not changed.

Three major considerations were used in establishing the nine administrative districts, to each of which is assigned a district administrator as the coordinating administrative leader. These three considerations were:

1. *Number of school units*—because the district administrator works primarily with school principals and schools as units.
2. *Geographical distance covered*—because the district administrator travels among the schools and the principals travel to the district office.
3. *School population served*—because staff problems, etc., are related to the school population.

When the present nine districts were formed, the pupil populations, numbers of school units, and geographical areas gave rankings as shown in the left-hand columns of the table on the next page.

Subsequent population changes have resulted in the present situation shown in the right-hand columns of the table on the next page.

Some shifts in assignment of schools by districts are contemplated, in order to more nearly equalize the load of the district administrators. It is noted, however, that shifting of administrative districts does not change the attendance areas for pupils.

Since the number of pupils in an administrative district is not the sole determining factor in the load of the district administrator, the Board modified the recommendation as noted above.

DISTRICT	1959-60				1961-62			
	MEMBERSHIP	RANK	NO. OF SCHOOL UNITS	RANK	MEMBERSHIP	RANK	NO. OF SCHOOL UNITS	RANK
C	46,978	1	40	2	52,132	1	44	2
E	30,010	4	28	8	33,585	4	30	8
N	36,445	3	34	6	36,542	2	36	3
NE	25,721	8	34	5	25,445	8	35	4
NW	36,565	2	46	1	36,267	3	47	1
S	24,522	9	26	9	23,763	9	26	9
SE	26,556	7	35	3	25,875	7	33	6
SW	26,848	6	34	4	28,472	6	34	5
W	28,752	5	31	7	29,071	5	30	7
Totals	282,503	—	308	—	291,152	—	315	—

Recommendation 10 (See page 62.)

> IN ADDITION TO THE PRESENT PROVISIONS IN EACH SCHOOL DISTRICT FOR THE COMPLETE EDUCATIONAL PROGRAM AT THE ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH SCHOOL LEVELS—WHEREVER POSSIBLE, CLASSES FOR GIFTED, MENTALLY RETARDED, EMOTIONALLY DISTURBED, BLIND, AND DEAF CHILDREN SHOULD BE MAINTAINED IN EACH SCHOOL DISTRICT, SO THAT ALL CHILDREN OF A DISTRICT, AS FAR AS POSSIBLE, MAY BE ABLE TO COMPLETE THEIR EDUCATION IN THAT DISTRICT.
>
> —Approved by the Board, May 8, 1962.

This is the current general practice; classes are established where the need is (providing space can be made available).

For example, classes for the blind are presently stationed at the Clark, Durfee, Fitzgerald, Franklin, Monnier, Pershing, and Stephens Schools (seven schools in six different districts).

The first consideration for establishment of special-education classes in a district is the number of pupils needing the service who reside in the district. The second is finding the available space and staff.

Recommendation 11A (See page 63.)

> THE PUPIL-TEACHER RATIO SHOULD BE CONSIDERABLY LOWER IN CULTURALLY DISADVANTAGED COMMUNITIES.
>
> —Approved as amended by the Board, June 12, 1962. The recommendation was modified to read: THE PUPIL-TEACHER AND SCHOOL-STAFF RATIO SHOULD BE LOWERED BELOW THE CITY-WIDE AVERAGE IN CULTURALLY DISADVANTAGED AND IN OTHER AREAS OF THE CITY BY ASSIGNMENT OF SPECIAL STAFF FOR SPECIFIC PROBLEMS.

Cultural disadvantage is one of many elements determining the amount of school attention needed by pupils. Determination of the degree of cultural disadvantage, and the extent to which varying degrees of cultural disadvantage should be recognized by different pupil-teacher ratio allocations, presents problems for which present knowledge is inadequate.

By identifying specific problems which call for extra teacher and other school services, and assigning staff on this basis, it is very probable that the end result will be that pupil-teacher and pupil-staff ratio will be lower in culturally disadvantaged areas of the city, because there tend to be more problem situations requiring added staff in such areas.

We would note that the Board of Education has adopted a policy that the pupil-teacher ratio should be reduced for the entire school system; and progress at the rate of lowering the ratio by .5 pupil per year has taken place. Budget limitations will not make this possible in 1962-63, however.

Progress has been made to change the situation which existed in recent years, of a higher pupil-teacher ratio in culturally deprived areas. Organization for 1962-63 will provide equal pupil-teacher ratio in all nine administrative districts.

Recommendation 11B (See page 63.)

REPORT PUPIL-TEACHER RATIOS BASED ON ACTUAL TEACHING TEACHERS BY SCHOOLS AND DISTRICTS.

—Approved by the Board, June 12, 1962.

A section in *Teachers' Bulletin No.* 2 (page F-3) is headed "Class Size and Pupil-Teacher Ratio." It reads, in part, as follows:

> Pupil-teacher ratio as used in the Detroit schools is computed in two ways: (1) a ratio which is based upon the regulation of the North Central Association and (2) a ratio based only on teaching-teacher service.
>
> The second ratio is the one which reflects the actual classroom teaching service to pupils. It is computed by dividing the number of pupils by the amount of classroom face-to-face teaching service. Services such as administration, counseling, departmental duties, lunchroom duties, and attendance duties are not included.

The semi-annual reports on pupil-teacher ratio contain figures for the school system by administrative districts and by individual schools.

Recommendation 11C (See page 63.)

ALL SCHOOLS IN ALL MULTI-PROBLEM AREAS SHOULD HAVE SMALLER CLASSES, MORE COORDINATING TIME FOR STAFF, ADDITIONAL VISITING TEACHER SERVICE, ADDITIONAL HEALTH SERVICES, MORE COUNSELING, ADDITIONAL FREE BUS TRIPS, REMEDIAL CLASSES SCHEDULED DURING SCHOOL TIME, AND A VACANT ROOM TO SCHEDULE ADULT-EDUCATION CLASSES FOR PARENTS IN THE COMMUNITY.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: ALL SCHOOLS WITH SPECIAL PROBLEMS SHOULD HAVE SCHOOL STAFF AND SERVICES ASSIGNED TO TAKE INTO ACCOUNT SPECIAL PROBLEMS SO THAT MULTI-PROBLEM SCHOOLS WOULD HAVE SMALLER CLASSES, MORE COORDINATING TIME FOR STAFF, ADDITIONAL VISITING TEACHER SERVICE, ADDITIONAL HEALTH SERVICES, MORE COUNSELING, ADDITIONAL FREE BUS TRIPS, REMEDIAL CLASSES SCHEDULED DURING SCHOOL TIME, AND VACANT ROOMS TO SCHEDULE ADULT EDUCATION CLASSES FOR PARENTS IN THE COMMUNITY INSOFAR AS THESE SPECIAL PROBLEMS ARE PRESENT TO A DEGREE CONSIDERABLY BEYOND THE CITY-WIDE AVERAGE.

The comments under Recommendation 11A apply to 11C. The immediate problem in all of the city is to reach the pupil-staff ratio which the Board of Education has approved.

Recommendation 12 (See page 63.)

IN EACH SCHOOL, WHEREVER IT IS DEEMED FEASIBLE, AN OPPORTUNITY ROOM (NOT NECESSARILY SELF-CONTAINED) SHOULD BE ESTABLISHED TO FACILITATE PERSONALIZED ATTENTION TO EACH CHILD.

—Approved by the Board, June 12, 1962.

This is a recommendation of long standing made by the school staff.

Recommendation 13 (See page 63.)

THE BOARD SHOULD CONSIDER THE ADVISABILITY OF ESTABLISHING, IN SOME SCHOOLS, A NON-GRADED OPPORTUNITY ROOM FOR NEW ENTRIES INTO THE DETROIT PUBLIC SCHOOLS WHOSE ABILITY LEVELS HAVE NOT BEEN ESTABLISHED AND WHO ARE IN NEED OF A FEW MONTHS OF SPECIAL ATTENTION BEFORE ENTERING REGULAR CLASSES.

—Referred by the Board for further study and report, June 12, 1962.

The Milwaukee school system, as its special undertaking under the Great Cities Study, has this project. The Detroit staff is keeping closely in touch with the program and its evaluation. Pending further experience by Milwaukee and evaluation of the Milwaukee program, it would seem that action should be withheld.

Recommendation 14A (See page 64.)

WITH RESPECT TO THE DETROIT (PLATOON[3]) PLAN VS. SELF-CONTAINED ROOMS,[4] THE BOARD SHOULD MOVE FORWARD WITH A PROGRAM OF STUDY AND ACTION ALONG THE FOLLOWING LINES:

COMPLETING THE CONVERSION OF GRADES 1 AND 2 CITY-WIDE TO SELF-CONTAINED ROOMS, SO THAT A CHILD MAY SPEND ALL OF HIS TIME WITH ONE TEACHER.

—Approved by the Board, June 12, 1962.

One of the recommendations of the Citizens Advisory Committee as approved by the Board of Education was to the effect that grades 1 and 2 should be organized on a self-contained basis. As of October 1961 progress was reported as follows:

PRIMARY PUPILS IN SELF-CONTAINED CLASSROOMS—OCTOBER 27, 1961

GRADE	TOTAL MEMBERSHIP	NO. OF PUPILS IN SELF-CONTAINED CLASSES	% OF PUPILS IN SELF-CONTAINED CLASSES
Reading Readiness	4149	4113	99.1
Grade 1	25272	21987	87.0
Grade 2	24421	11337	46.4

Recommendation 14B (See page 64.)

WITH RESPECT TO THE DETROIT (PLATOON) PLAN VS. SELF-CONTAINED ROOMS, THE BOARD SHOULD MOVE FORWARD WITH A PROGRAM OF STUDY AND ACTION ALONG THE FOLLOWING LINES:

EXTENDING THE SELF-CONTAINED ROOM INTO GRADE 3, AND PERHAPS EVEN HIGHER, WHEREVER STUDIES MAKE IT CLEAR THAT PUPILS IN THE SCHOOLS AFFECTED WOULD BENEFIT THEREBY.

—Approved by the Board, June 12, 1962.

This is the kind of action which the staff believes should characterize all phases of school organization, i.e., modification of an existing pattern *"wherever studies make it clear that pupils in the schools affected would benefit thereby."*

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[3] *Platoon System.*—The platoon system means a school or part of a school in which two or more subjects, such as social studies, music, art, or science, are departmentalized and taught by one teacher. Under this system, students go to these rooms to pursue these subjects rather than receiving instruction from their homeroom teacher.

The platoon system of organization makes it possible to make more efficient use of a school building than is possible when a school is organized in self-contained classrooms. *(CAC Note 3, p. 64.)*

[4] *Self-Contained Classrooms.*—In an elementary school, a classroom in which one teacher is responsible for teaching all subjects to a group of children for the entire school day. *(CAC Note 4, p. 64.)*

BOARD ACTION AND STAFF COMMENTARY

In reference to the Detroit plan of organization, we note that there is little or no experimental evidence at this time that self-contained rooms or non-graded rooms are superior to other patterns of school organization. Extension of self-contained rooms into third grades prevents contacts of third-graders with specialists, and it often makes more difficult or expensive the full operation of the Detroit semi-departmentalized plan in grades 3 through 6.

It is interesting to note that in many parts of the country there is a growing trend toward some departmentalization of the elementary school. A sizeable program financed by foundation grants is being conducted under the direction of New York University, with a school organization very similar to the Detroit plan, because of criticisms of the limitations of self-contained room teaching.

Detroit schools at present provide a sequential pattern of organization that is designed to recognize changing needs of the maturing child. In grades 1 and 2, the pupil has one teacher *all day* in a self-contained room. In grades 3 through 6, the pupil has one teacher *half the day* in the homeroom and has the other half-day in special rooms (note that he may have the same teacher in a subject for the four years from grade 3 through grade 6). In grades 7 through 9, most pupils have a block-time program with one teacher for two periods or *one-third* of the day and the other periods with other teachers. In grades 10 through 12, students typically have a teacher for *one-fifth* of a day, as the program is fully departmentalized.

Recommendation 14C (See page 64.)

WITH RESPECT TO THE DETROIT (PLATOON) PLAN VS. SELF-CONTAINED ROOMS, THE BOARD SHOULD MOVE FORWARD WITH A PROGRAM OF STUDY AND ACTION ALONG THE FOLLOWING LINES:

ARRANGING THAT, WHEREVER IT WILL BEST SERVE THE INTEREST OF EDUCATION, SELF-CONTAINED ROOMS DURING THE FIRST THREE YEARS OF ELEMENTARY SCHOOL WILL BE NON-GRADED,[5] SO THAT GREATER EMPHASIS MIGHT BE PLACED ON SPEECH, READING AND MATHEMATICAL READINESS, SPELLING, AND THE THREE R's.

—Approved by the Board, June 12, 1962.

The comments for Recommendation 14B apply here.

Recommendation 14D (See page 64.)

WITH RESPECT TO THE DETROIT (PLATOON) PLAN VS. SELF-CONTAINED ROOMS, THE BOARD SHOULD MOVE FORWARD WITH A PROGRAM OF STUDY AND ACTION ALONG THE FOLLOWING LINES:

MODIFYING THE DETROIT (PLATOON) PLAN IN GRADES 4-6, WHEREVER IT IS EDUCATIONALLY DESIRABLE, BY REDUCING THE NUMBER OF SPECIAL CLASSES A CHILD WILL ATTEND EACH DAY AND LENGTHENING THE TIME HE WILL SPEND IN EACH CLASS, THUS PERMITTING A LARGER BLOCK OF TIME WITH ONE TEACHER.

—Approved by the Board, June 12, 1962.

The comments for Recommendation 14B apply here.

Recommendation 15 (See page 64.)

THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD ATTEMPT TO PROVIDE SUFFICIENT PSYCHIATRISTS, PSYCHOLOGISTS, DENTISTS, PHYSICIANS, NURSES, SOCIAL WORKERS, PSYCHOMETRICIANS, AND

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[5] *Non-graded School.*—One in which the use of grade labels has been eradicated. Goodlad and Anderson define the non-graded school as "one in which the grade levels have been entirely removed from a minimum of two grade levels." Both non-graded and graded schools are so structured as to suggest a relatively common sequence of learning tasks for pupils attending either type of school. However, it has been reported that the non-graded school has some advantages such as: reduced tension in students; increased teacher awareness of student individuality; and, from the increased involvement of the community in the change process, increased parental understanding of the school. *(CAC Note 5, p. 64.)*

OTHER RELATED PROFESSIONAL WORKERS TO TREAT ADEQUATELY ALL REFERRALS FROM VISITING TEACHERS.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD ATTEMPT TO SECURE SUFFICIENT SERVICES FROM PSYCHIATRISTS, PSYCHOLOGISTS, DENTISTS, PHYSICIANS, NURSES, SOCIAL WORKERS, PSYCHOMETRICIANS, AND OTHER RELATED PROFESSIONAL WORKERS TO MAKE PROMPT DIAGNOSES AND PLACEMENT RECOMMENDATIONS OF ALL REFERRALS FROM VISITING TEACHERS.

The comments under Recommendation 50E, Curriculum and Guidance Section, seem appropriate here as far as health services are concerned. The school system does provide a limited staff of specialists in some of these fields for the purpose of diagnosis and determining placement in special programs for the physically, mentally, and emotionally handicapped and for guidance of the activities of these programs.

Recommendation 16 (See page 65.)

AFTER PROFESSIONAL DIAGNOSIS, AND WHERE THE WELFARE OF THE CHILD AND/OR OTHER PUPILS REQUIRES IT, AND WHERE AFTER NOTIFICATION THE PARENTS FAIL TO DO SO, THE ADMINISTRATION SHOULD INITIATE THE NECESSARY STEPS FOR THE COMMITMENT OF DISTURBED OR RETARDED CHILDREN TO INSTITUTIONS.

—Action delayed by the Board, April 30, 1962, pending consultation with appropriate agencies.

Staff members of the Psychological Clinic endeavor to provide help and guidance to parents, including information on suitable institutional placement for seriously retarded and afflicted children. They and the Attendance Department stand ready to assist in voluntary completion of applications for commitment by parents.

However, if parents are unwilling in the face of indications of need for commitment for the welfare of the child and the community, the parents are referred to an appropriate agency for further study and consideration.

It is felt the Psychological Clinic should not file for enforced commitments since (1) it is not a school function, and (2) it would destroy acceptance of clinical services by parents and thus lose the opportunity for giving effective help. Parents have always been assured that the Clinic does not "take" their children "away from them."

Recommendation 17 (See page 65.)

EVERY EFFORT SHOULD BE MADE TO AROUSE THE ENTHUSIASM OF ALL PUPILS AT AN EARLY AGE IN ORDER TO REDUCE THE NUMBER OF THOSE WHO CHOOSE TO "RESIGN" FROM SCHOOL. CHANGES OF CURRICULUM, OF PERSONNEL, OF PUPIL, PARENTAL, AND TEACHER ATTITUDES, OF SCHOOL ATMOSPHERE, ARE ALL NECESSARY FOR SUCCESS IN THESE EFFORTS.

—Approved by the Board, June 12, 1962.

This is stressed in the Report of the Committee on Preparation of all Pupils for the World of Work which was discussed at length by the Board of Education, most of the recommendations therein being adopted. A staff committee is heading and coordinating school system activities to this end.

Recommendation 18 (See page 65.)

EVERY EFFORT SHOULD BE MADE TO SPOT THE POTENTIAL DROP-OUT EARLY ENOUGH IN HIS SCHOOL CAREER TO PROVIDE A PLANNED EDUCATION THAT WOULD INCLUDE PERSONAL GUIDANCE AND TRAINING IN

SKILLS VALUABLE IN BOTH TODAY'S AND TOMORROW'S JOB MARKET. ANNUALLY, A REPORT SHOULD BE MADE TO THE BOARD OF EDUCATION ON SURVEYS MADE IN THIS AREA AND PROGRESS ACHIEVED IN THE FIELD.

—Approved by the Board, April 30, 1962.

The report of the Committee on Preparation of Pupils for the World of Work, approved by the Board of Education on November 14, 1961, emphasizes this need. The School-Community Behavior Project is centered on locating at an early age the potential juvenile delinquent and taking measures to prevent drop-out and delinquency.

Recommendation 19 (See page 65.)

THE BOARD OF EDUCATION SHOULD SUPPORT FEDERAL LEGISLATION FOR THE ESTABLISHMENT OF A WORK-STUDY PROGRAM SIMILAR TO THE CIVILIAN CONSERVATION CORPS PROGRAM BUT ORIENTED TO URBAN NEEDS.

—Approved by the Board, May 8, 1962.

On June 21, 1961, the Superintendent of Schools testified before a sub-committee of the Congress in connection with S2036 and S404 (Youth Unemployment), including in his testimony a proposal for an urban service corps. The text of the proposal follows:

SUGGESTIONS CONCERNING AN URBAN SERVICE CORPS

I. Purposes:

1. To prevent young persons who complete schooling from being unemployed, drifting into need for public assistance, and thus running the grave risk of becoming unemployable because of attitudes and habits they develop or because they become delinquent in behavior.
2. To provide work experiences sufficiently supervised and inclusive of educational opportunities that young people will be reasonably assured of making a successful start as wage earners and of seeing as a result of their work experience possibilities for moving to higher occupational levels through additional education or training.
3. To extend in the community types of useful and needed services.

II. General Idea and Possible Plan of Organization:

1. Both boys and girls would be eligible for enrollment at age 18 until age 21 if they had no record of delinquency.
2. Enrollment would be for a one or preferably a two year period.
3. The individual would live at home.
4. Enrollees would receive a basic monthly rate of pay and be subject to scheduling or assignment to jobs. The basic rate would be increased after the first three to six months, provided the individual had qualified for assignment to the kind of service job that would be classified as warranting added compensation. Presumably jobs would be classified in about 3 or 4 brackets:

    Bracket A: Basic rate for all beginners and continuing for low skill jobs on which some of the least able would continue throughout their enrollment period.

    Bracket B: Jobs on the lower skill on which the beginner had shown sufficient adjustment and progress to warrant a small increase, in recognition of the fact that he had established himself as a worker. This would come upon recommendation of his supervisor usually from three to six months after starting on the job.

    Bracket C: Jobs on which the individual needed to utilize higher level skills or a higher degree of independence than in Bracket B. An individual with a higher degree of school preparation and general proficiency might move from Bracket A or B to Bracket C.

Bracket D: Rate for persons who showed on Bracket C jobs sufficient improvement, dependability and skill to warrant some increase over Bracket C level. Ordinarily an individual would not receive this until sometime during his second year.

The basic rate of pay, with the gradations from Brackets A - D, would place the individual below what he would get if employed in the general labor market because he would be devoting some time to further schooling. The rate would be above what he would get on public assistance so that he would have some incentive to enroll.

5. Public agencies and voluntary service agencies would be the agencies to which enrollees would be assigned on a quota basis, depending upon their number of employees, for those agencies which applied and agreed to accept the conditions of participation.
   (a) They would agree to provide careful supervision but give the enrollee real work experience.
   (b) They would agree to a work schedule that would give the enrollee time for his school work.
   (c) They would agree to make periodic reports and evaluation of enrollees.
   (d) They would agree to accept the enrollees as members of their staff.
   (e) They would not release any employees for replacement by enrollees.
6. Each enrollee would retain school membership in a high school center to the extent of 3 to 8 hours a week.
   (a) He would be attached to this high school center as his base where he would attend a class for discussion of work problems once a week under the direction of a work coordinator who would be the person who arranged for his assignment, checked his work conditions and how he was progressing, just as coordinators operate in present cooperative work-study programs.
   (b) He would be enrolled in a class for improving his skills. It might be mathematics, writing, or reading, a vocational skill or a fine art.
   (c) He would also be enrolled in a class for discussion of current problems.

   The program might be "after school", evenings, or on Saturday, in order to get staff and building space.
7. After the first year an enrollee might be released and placed in a regular job, provided there was reasonable notice. All enrollees would receive placement help and a certificate of completion of their work experience upon termination.
8. Priority for enrollment would be given to school pupils who had completed Grade 10, had a record of regularity, and were not active delinquents. Other programs are needed for them.
9. There would be a coordinator for every 20-30 enrollees who would make the arrangements with the agencies employing the enrollees, see that the enrollees received proper supervision and work experience in the agencies, and would conduct the weekly meeting on work problems.
10. Agencies accepting enrollees would utilize their personnel by having an enrollee assigned as an assistant. The enrollee would thus have a competent adult with whom he would work and who would guide and supervise his work much as if the enrollee were apprenticed to him.
11. Cost of the program would be:
    (a) The payment made to the enrollee which would be somewhat more than if he were on welfare.
    (b) The salaries of the coordinators. Whether these should come from appropriations for welfare or for schools, from the state or the federal government needs to be decided before such a program is undertaken.

BOARD ACTION AND STAFF COMMENTARY

Illustrative job categories to which Urban Service Corps youth might be assigned are here noted. Each agency wishing to have Service Corps assistants would be expected to indicate the employees on its staff who were capable of and willing to assume the responsibility of having an assistant assigned, supervising his work and reporting his progress. Service Corps youth would be assigned on the basis of indicated abilities from school records and preference where choice of jobs was available. Each assignment would be subject to review and re-assignment after a try-out period.

A youth might be assigned *as an assistant to* a regular employee in such jobs as:

A. *In municipal government departments:*
   1. Public Health
      a. Visiting or public health nurses.
      b. Public clinic office or technician staff.
      c. Municipal hospital office, food service, desk service and other personnel.
   2. Parks and Recreation
      a. Recreation leaders.
      b. Parks maintenance crew members.
      c. Information, lost and found, equipment check-out and other service personnel.
      d. Specialists, e.g., animal keepers in zoos.
   3. Municipal offices
      a. Office manager (for messenger service, telephone or office assistant or for learning a variety of jobs depending on the office and the ability of the youth).
      b. Any clerical or other employee whose work would be expedited by an assistant. This might range from stock clerk to tabulating operator, to draftsman to file clerk to auditor, switchboard operator, etc.
   4. Municipal field services
      a. Meter reader for municipally operated utilities.
      b. Mechanic in municipal garages.
      c. Streets and highway crewmen.

B. *In community agencies supported through the United Community Fund*
   1. Recreation leaders in Boy and Girl Scouts, C.Y.O., Jewish Welfare, Y.M. and Y.W. programs.
   2. Personnel in family service agencies.
   3. Personnel in agencies providing service to senior citizens, indigents, handicapped.

C. *Schools*
   1. Classroom teachers (assistant would help with supplies, keeping of records, messenger service, supervision on playground, or in lunchroom, wraps, etc.).
   2. Principals—for assistance in school office.
   3. Janitors, engineers and ground keepers (assistant would learn the job by working with and extending the service of an experienced man).
   4. School repair and maintenance employees (as with janitor).
   5. Central administrative office managers (similar to municipal offices).
   6. Bus drivers (assistant would see that children behaved en route, received greater protection when entering and leaving the bus, would help keep the bus clean and in top operating condition). (These are merely illustrative.)

In the City of Detroit, where there are 15,000 plus school employees, it is certain that 10,000 Youth Service Corps young men and women could be assigned to work with school employees with very little delay. The schools would be improved with their help. The youth would be improved by the work experience. An equal number or more could be assigned to municipal and county government employees. The number that could be assigned to the United Community Service Agencies and to State government or national government agencies is unknown, but undoubtedly would equal those assigned to school personnel. It seems clear that all of the services mentioned need added manpower. It is equally certain that we have manpower waiting to be put to work constructively. The Service Corps seems a practical and efficient way to develop the manpower and to make it constructive for our economy as against having it unused, become unusable or worse, yet have it used in ways that are economically costly, dangerous to national security and humanely wasteful.

Recommendation 20 (See pages 65-66.)

THE BOARD OF EDUCATION SHOULD NOT BE A PARTY TO OR THE INSTRUMENT THROUGH WHICH ANY CONTRACT OR DEALINGS WOULD DENY ANY QUALIFIED PUPIL EQUAL ACCESS TO DETROIT SCHOOL FACILITIES AND OFFERINGS BECAUSE OF RACE, RELIGION OR SOCIAL CLASS. THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD IMMEDIATELY AND WITH DETERMINATION TAKE ALL NECESSARY STEPS TO END THE DISCRIMINATION IN ALL APPRENTICE TRAINING PROGRAMS.

—Approved as amended by the Board, May 8, 1962. The second sentence was modified to read: THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD IMMEDIATELY AND WITH DETERMINATION TAKE ALL POSSIBLE STEPS TO END THE DISCRIMINATION IN ALL APPRENTICE TRAINING PROGRAMS WHEREVER IT EXISTS.

The apprentice training program is a national program under provisions established under the U. S. Department of Labor and the U. S. Department of Health, Education, and Welfare. Recognized apprenticeship programs must meet standards as approved by these federal departments. Employers employ apprentices who must meet labor union requirements as well. School districts, including Detroit, agree to provide portions of the training of apprentices.

The School District of Detroit accepts all apprentices, regardless of race, color, or creed.

Charges have been made that entrance of apprentices to some unions or employment of apprentices by some employers is influenced by race. This has been denied by both union and employer representatives in a number of instances in Detroit, when the question has been brought up by the school staff.

At the present time at least two groups at the federal level are studying this problem. One is the President's Committee on Youth Employment, of which the Superintendent of Schools is a member. The other is the Commission for Vocational Education.

Recommendation 20A (See page 65.)

THE BOARD OF EDUCATION SHOULD NOTIFY THE GROUPS CONCERNED IN SELECTING STUDENTS THAT THE FOLLOWING STEPS WILL BE INITIATED:

(1) A REVIEW BOARD REPRESENTING THE PUBLIC WILL BE APPOINTED BY THE BOARD OF EDUCATION TO MAKE CERTAIN THAT APPLICANTS BE CHOSEN ON MERIT REGARDLESS OF RACE, COLOR, OR CREED.

—Paragraph (1) tabled by the Board, May 8, 1962.

(2) THE BOARD OF EDUCATION SHOULD AFFIRM A POLICY THAT IT CANNOT CONDONE OR PARTICIPATE, EVEN INDIRECTLY, IN ANY DISCRIMINATORY PRACTICE IN THIS AREA. ANY DEVIATION FROM THIS PRACTICE WILL FORCE THE BOARD TO CLOSE ITS PROGRAM, SINCE IT CANNOT EVEN INDIRECTLY BE A PARTNER TO DISCRIMINATION.

—Paragraph (2) approved by the Board, May 8, 1962.

See comments under Recommendation 20.

Recommendation 20B (See page 65.)

THE BOARD OF EDUCATION SHOULD TAKE IMMEDIATE MEASURES THROUGH GUIDANCE COUNSELING AND THE NECESSARY SCHOOL PROGRAM TO GUARANTEE THAT STUDENTS WILL BE WELL PREPARED TO QUALIFY FOR ADMISSION AND TAKE ADVANTAGE OF THE APPRENTICE TRAINING PROGRAM.

—Approved by the Board, May 8, 1962.

The present guidance and school programs provide counseling and preparation to all pupils, regardless of race, for any of the apprentice programs.

Recommendation 20C (See page 65.)

THE BOARD OF EDUCATION FURTHER SHOULD TRANSMIT TO THE FEDERAL GOVERNMENT, WHICH HELPS TO FINANCE THESE PROGRAMS, AND TO LABOR AND MANAGEMENT, ITS CONDEMNATION OF THE DISCRIMINATORY PRACTICES AND ITS DETERMINATION EITHER TO HAVE THESE PRACTICES CORRECTED OR TO SUSPEND OR TERMINATE THE APPRENTICE PROGRAM.

—Approved as amended by the Board, May 8, 1962. The recommendation was modified to read as follows: THE BOARD OF EDUCATION FURTHER SHOULD TRANSMIT TO THE FEDERAL GOVERNMENT, WHICH HELPS TO FINANCE THESE PROGRAMS, AND TO LABOR AND MANAGEMENT, ITS CONDEMNATION OF ANY DISCRIMINATORY PRACTICES AND ITS DETERMINATION EITHER TO HAVE ANY DISCRIMINATORY PRACTICES CORRECTED OR TO SUSPEND OR TERMINATE THAT PORTION OF THE APPRENTICE PROGRAM IN WHICH DISCRIMINATION EXISTS.

See comments under Recommendation 20.

Recommendation 21 (See page 66.)

THE BOARD OF EDUCATION SHOULD INCORPORATE INTO ITS BY-LAWS AND IMMEDIATELY AND PUBLICLY ENUNCIATE ITS POSITION IN FAVOR OF FULL EQUAL EDUCATIONAL OPPORTUNITY FOR ALL THE CHILDREN WHO ATTEND PUBLIC SCHOOLS; IT SHOULD EVALUATE THE EFFORTS OF ADMINISTRATION IN CARRYING OUT SUCH RECOMMENDATIONS MADE BY THE COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES AS MAY BE ADOPTED BY THE BOARD.

—Approved by the Board, April 30, 1962.

The Board of Education has publicly, on many occasions, enunciated its position in favor of full equal educational opportunity for all children who attend public schools. The appointment by the Board of Education of the Citizens Advisory Committee on Equal Educational Opportunities, and its charge to the Committee to—

> . . . present to the Board of Education a report of its findings and recommendations about one year from its organization. The report will include:
> (1) Problems involved in providing equal educational opportunities for pupils.
> (2) Evidences of progress and promising practices which are believed worthy to continue and to strengthen.
> (3) Evidences of needs to bring about greater equality of educational opportunities.
> (4) Recommendations considered to be reasonable and practical for the Public Schools in order to meet their needs.

—appear to be clear evidence that the Board of Education has positively and affirmatively enunciated its position, and has sought and is seeking evaluation of school practices to find out how they may be improved in this area.

Evaluation of administrative efforts to carry out all adopted policies of the Board of Education is a continuing responsibility of the Board.

Recommendation 22 (See page 66.)

WITHIN THE NEXT THREE YEARS AFTER THIS REPORT HAS BEEN GIVEN TO THE BOARD OF EDUCATION, A CITIZENS COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES SHOULD BE APPOINTED TO RESTUDY THE EQUAL EDUCATIONAL OPPORTUNITIES SITUATION AT THAT TIME, TO APPRAISE THE BOARD'S AND ADMINISTRATION'S SUCCESS IN IMPLEMENTING THE PRESENT CITIZEN'S COMMITTEE'S RECOMMENDATIONS, AND

TO MAKE SUCH ADDITIONAL OR REVISED RECOMMENDATIONS AS MAY BE DESIRABLE, IN VIEW OF CHANGING CONDITIONS AND ADDITIONAL KNOWLEDGE.

—Approved as amended by the Board, May 8, 1962. The recommendation was modified to read as follows: APPROXIMATELY THREE YEARS AFTER THIS REPORT HAS BEEN GIVEN TO THE BOARD OF EDUCATION, THE BOARD SHOULD REVIEW THE PROGRESS ON ADOPTED RECOMMENDATIONS, AND DECIDE WHETHER OR NOT IT WOULD BE WISE TO APPOINT A CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES TO RESTUDY THE EQUAL EDUCATIONAL OPPORTUNITIES SITUATION AT THAT TIME, TO APPRAISE THE BOARD AND ADMINISTRATION'S SUCCESS IN IMPLEMENTING THE PRESENT CITIZEN'S COMMITTEE'S RECOMMENDATIONS, AND TO MAKE SUCH ADDITIONAL OR REVISED RECOMMENDATIONS AS MAY BE DESIRABLE, IN VIEW OF CHANGING CONDITIONS AND ADDITIONAL KNOWLEDGE.

The Board of Education has shown its belief that citizens should be called upon in an advisory capacity to study phases of the school system and to make recommendations for improvements. It has appointed and utilized the advice of the Citizens Advisory Committee on Detroit School Needs for the Decade Ahead; the Citizens Advisory Committee on Health, Physical Education and Physical Fitness; and the Citizens Advisory Committee on Equal Educational Opportunities. It has consistently kept to the position that these committees should be *ad hoc* committees—since it is the responsibility of the Board of Education, as the legally constituted representatives of the citizens, to decide school policies and to evaluate the effectiveness of school operations.

The Board of Education should expect the staff to keep it informed periodically on progress made on approved recommendations from this and from other citizen and staff committee reports. It should appoint a citizens group in three or five years or at some other future date to review progress on this or other reports if it believes such a committee would be desirable and useful.

For the Board of Education to take action at this time for a repetition of the present study within the next three years seems both premature and not in keeping with the general plan of the Board of Education for utilization of citizen advisory committees when and as needed.

PERSONNEL

Board Action and Staff Commentary

Recommendation 1 (See page 75.)

THE BOARD OF EDUCATION SHOULD ENUNCIATE A FIRM POLICY, IN LINE WITH THE FAIR EMPLOYMENT PRACTICES ACT OF THE STATE, THAT ASSIGNMENT, PROMOTION, AND TRANSFER OF TEACHERS, COUNSELORS, ADMINISTRATORS, AND OTHER STAFF BE MADE WITHOUT RACIAL DISCRIMINATION.

Approved by the Board, April 10, 1962.

The *Administrative Handbook* (1961 Edition), on page II-4, contains the following statement:

> The Board of Education established at its meeting of January 24, 1956, that the rules and regulations of the Fair Employment Practices Act be accepted as the practice and policy of the Board of Education.

Recommendation 2 (See pages 75-79.)

THE SUPERINTENDENT SHOULD AFFIRM TO ALL SCHOOL PERSONNEL THE LEGAL RESPONSIBILITY AND FAIRNESS OF THE POLICY STATED ABOVE, AND HE SHOULD REQUIRE AND MAKE IT CLEAR THAT THE ABOVE POLICY IS TO BE FOLLOWED BY ALL CONCERNED.

(The "policy stated above" refers to the policy of the Board of Education that the rules and regulations of the Fair Employment Practices Act are to be accepted as the practice in policy of the Board of Education.)

Approved by the Board, May 8, 1962.

The Superintendent on many occasions formally and informally, in Detroit and in meetings in other cities, with the Executive Committee of the Administrative Staff, in conference and in meetings with the Personnel Division, in meetings with the principals, with parent and other citizen groups, and with individual administrators, has stated candidly and sometimes in reference to specific problems that the Detroit schools (including all school personnel) are and must be equally concerned and interested in every child regardless of his race, creed, or color, and that all policies and procedures of the school system are expected to operate on that basis. This is true also in reference to personnel policies and procedures. It is anticipated that this kind of statement will need to be repeated on many further occasions because each year brings new personnel into the school system. This is also one reason why many policies have been put in written form and provided in handbooks to all teachers and administrators.

The following statement by the Superintendent is in the *Teachers' Bulletin*, which is supplied to all teachers and administrators as a handbook. The present edition (No. 2) was issued in 1958-9. This indicates that on all policy actions taken by the Board—including its acceptance of the Fair Employment Practices Act—the Superintendent shall see that the policies are made known to employees and that practices are in accord with the Board action and intent. It is implicit in his job that so long as he is the Superintendent and Board policy stands, he has the responsibility to see that the policy is followed as effectively as possible by all school employees.

CENTRAL ADMINISTRATION

The Superintendent of Schools, appointed by the Board of Education, is charged with interpreting and implementing the Board's policies, serving as its professional adviser and as the executive officer of the school system. The Superintendent links the Board of Education and the school system by bringing to the Board the recommendations of the staff and carrying out the directives of the Board of Education through the staff. This is described under the section, Functional Relationships of the Detroit School Organization.

To expedite policies and programs, the Superintendent delegates much operational authority to the assistant superintendents, and they in turn to the district administrators, supervisory personnel, and school principals.

Note: The discussion in the Equal Educational Opportunities Report, pp. 75-79 dealing with placement of teachers, is considered in connection with Recommendation 5 on Personnel.

Recommendation 3 (See page 80.)

THE BOARD OF EDUCATION SHOULD INFORM ALL RECOGNIZED TEACHER-TRAINING INSTITUTIONS THAT THE DETROIT SCHOOL SYSTEM PERSONNEL PRACTICES ARE IN ACCORDANCE WITH THE MICHIGAN FAIR EMPLOYMENT PRACTICES ACT. FURTHERMORE, EVERY TEACHER-TRAINING INSTITUTION SHOULD KNOW THAT ALL GRADUATES MAY APPLY TO DETROIT WITH THE KNOWLEDGE THAT THERE WILL BE NO DISCRIMINATION BECAUSE OF RACE, RELIGION, OR NATIONAL ORIGIN.

—Approved by the Board, May 8, 1962.

This has been done on numerous occasions. It probably needs to be done from time to time in the future.

The facts that teacher-education institutions that have Negro students regularly recommend Negro candidates to Detroit, and that a significant number of Negro candidates have been hired during the past few years, indicate that this policy is generally understood by teacher-education institutions.

Recommendation 4 (See page 80.)

THE ASSIGNMENT OF STUDENT TEACHERS, IN COOPERATION WITH THE COLLEGES AND UNIVERSITIES, SHOULD BE IN ACCORDANCE WITH THE DIRECTIVE POLICIES THE BOARD ADOPTS AND WITH PREVIOUS RECOMMENDATION 3 APPLYING TO THE PLACEMENT OF REGULAR FACULTY.

—Approved by the Board, May 8, 1962.

Student teachers at present are assigned in all nine administrative districts of the city. The change to assignment to schools in all parts of the city, rather than concentration of student teachers in a few "critic" schools, was inaugurated about four or five years ago. There is and will continue to be some heavier concentration of student teachers in schools located conveniently to the campuses of the colleges or universities, because some student schedules require part-time on campus and part-time in the school where student teaching is done.

Recommendation 5 (See page 80.)

THE DETROIT BOARD OF EDUCATION SHOULD TAKE CORRECTIVE MEASURES TO END THE RACIAL DISCRIMINATION WHICH EXISTS IN PLACEMENT OF PERSONNEL IN THE DETROIT PUBLIC SCHOOLS.

—Approved as amended by the Board, May 8, 1962. The recommendation was amended to read as follows: THE DETROIT BOARD OF EDUCATION SHOULD MAKE SURE AT ALL TIMES THAT RACIAL OR RELIGIOUS DISCRIMINATION DOES NOT EXIST IN PLACEMENT OF PERSONNEL IN THE DETROIT PUBLIC SCHOOLS.

This recommendation states a conclusion which the staff does not believe is in accord with a complete analysis of all the facts as they now exist.

The evidence to support the recommendation is from data placed on a map showing the location of pupils and teachers by race. From these facts the conclusion is drawn that racial discrimination in placement exists.

We would point out that total evidence does not bear out this conclusion.

There are other differences among staff besides race, *e.g.*, age, sex, preparation, experience, continuity in service in a building. Distribution of staff on these characteristics also would show that there is not equal distribution of staff according to any one of these characteristics. One could equally well conclude that these imbalances were the result of discrimination in placement practices in reference to those factors.

We would point out that the lack of equal distribution of races, sexes, all age groups, levels of preparation in all schools is because placement procedures grew up which did not give careful attention to trying to effect balance in the school staff in respect to these factors.

We are also aware that in a report of the Mayor's Interracial Committee in 1949 there appears the statement:

> "The administration openly acknowledges that assignments *are* made on a racial basis, and that the practice is to assign Negro (educational) personnel only to those schools where the student body is predominantly Negro. The racial identity of each certificated candidate is indicated on his card for this purpose."

This statement is no longer true, as is set forth in the discussion which follows.

No attempt is made here to portray changes other than those since 1956-57 of which the Superintendent has personal knowledge. Many personnel policy and procedure changes have been instituted and approved by the Board of Education in these six years. Their purpose was to make personnel recruitment, selection, assignment, transfer, evaluation, and handling of personnel problems as objective, non-discriminatory, and fair as possible; to have policies and procedures in written form and available to all concerned; and to have them continuously studied for improvement.

The Board of Education and school employees have been kept informed of progress by receiving copies of materials such as the *Teachers' Bulletin No.* 2, which is supplied to all contract employees, the *Administrative Handbook, Principals' Notes,* and *Detroit Schools*. In these are compiled and explained major policies and procedures affecting employees.

When and as it has appeared that procedures needed to be spelled out more specifically in reference to any personnel policy, this has been done and there is continual study of personnel policies and practices by the administrative staff and by a representative personnel policies committee. For example, since the 1961 *Administrative Handbook,* there has been developed a more detailed statement of "Procedures Used By The Personnel Division In The Assignment Of Teachers" which states:

> The following procedure is followed in the assignment and transfer of teachers:
>
> *Assignment of New Teachers*
>
> New teachers are assigned according to the following plan:
>
> 1. Those who are in the upper half of their graduating class and are recommended by the interviewing committee on a college campus are approved for placement according to the date of the interview subject to meeting the regular requirements of the Detroit Board of Education for final appointment.
> 2. Those who are interviewed on the college campus but do not qualify for the upper-half procedure are placed on the list according to the date they are approved by the Teacher Selection Committee.
> 3. Those who apply at the Board of Education and are recommended by the Teacher Selection Committee are approved and placed on the eligibility list according to the date they are approved by the Teacher Selection Committee.
>
> *Vacancies*
>
> As vacancies become known, they are entered in a register in chronological order by area of specialization and by the school where the vacancy exists. Form 4113, *Changes in Teacher Service,* is submitted by the Principals through the District Administrators to the Personnel Division on or about December 1 of the first semester and April 1 of the second semester of each school year. Information on the forms indicates the vacancies which are anticipated in each school for the coming semester. Vacancies in a district

are filled alternately by the appointment of a new teacher and by the transfer of a teacher.

Assignments are offered candidates according to the date of their eligibility and the subjects which they are qualified to teach. Whatever vacancies are open are offered to each candidate as his name appears at the top of the eligibility list. Candidates refusing available vacancies are placed at the bottom of the eligibility list in their subject field.

Transfers

Transfer requests are considered in the order of receipt. Where requests are received at the same time, preference is given to those whose record indicates the greatest amount of preparation for the position and years of service in the school system. Transfer requests are submitted each year, and acknowledgement is made of requests as they are received.

Three-Year Teachers

Beginning teachers who have taught for three years in one school are moved to another position where they are needed. An exception may be made if a teacher is teaching an authorized experimental program and a replacement is not available.

Emergency Substitutes in Regular Positions

Emergency Substitutes in Regular Positions are considered as vacancies at the end of each semester. Positions occupied by such persons are offered to contract teachers according to the regular procedure for filling vacancies in the school system.

These policies and procedures, which have been developed and operate for all personnel regardless of race, demonstrate we believe that racial discrimination does not exist in the placement of personnel in the Detroit Schools.

The distributions of staff by race presented by the Equal Educational Opportunities Report is the status in 1961. It does not reveal the effect personnel assignment policies and practices are having on the distribution of staff according to race.

These figures are of some significance:

1. Number of Negro and white teachers and other educational employees in Detroit schools:

	NEGRO	WHITE
1949 —	386	7,005
1961 —	2,275	8,261
1962 —	2,472	8,325
% Increase 1949-62 —	540.4%	18.8%

2. Number of schools with staff:

	1961	1962
All Negro	0	0
Both Negro and White	185	202
All White	96	83

3. Number of Negro teachers in sections of the city with largest white population:

	1961	1962
North District	175	192
West District	6	20
Northwest District	3	10
Northeast District	10	12
	194	234

Pupil membership in these four districts increased a net total of 36 pupils during the year. The changes in personnel were therefore not due to placement of added teachers for added enrollment. They were due to replacements for retirements and resignations or leaves of absence by operation of transfer and placement policies and procedures.

Some who look at these figures have suggested that teacher selection and placement has discriminated in favor of Negro teachers. This possibility has been examined with care because it is recognized that the policy of the Board of Education is one of non-discrimination as to race, color or creed.

We shall continue to study personnel policies and practices to try to find ways and means of making them better, fairer, and more efficient. This we consider an on-going responsibility of the administrative staff.

We do not find, however, that racial discrimination exists in the placement of personnel in the Detroit schools.

Recommendation 6 (See page 80.)

THE BOARD OF EDUCATION SHOULD MAKE AN ANNUAL RACIAL ANALYSIS OF PUPILS, TEACHERS, ADMINISTRATORS, AND NON-CONTRACT PERSONNEL IN THE SAME MANNER MADE BY THIS COMMITTEE.

—Approved by the Board, May 8, 1962.

The arguments in favor of such counts and analyses are generally these:

1. With such counts and analyses, the Board of Education and school administration would have factual information on which to answer inquiries relative to the racial composition of pupils and staff. These inquiries are frequent at the present time.
2. The Board of Education and school administration would be able to detect, more readily than without such data, situations which might appear to need investigation as to possible racial discrimination.

Recommendation 7 (See pages 80-81.)

THE DETROIT BOARD OF EDUCATION SHOULD CLARIFY AND PUBLICIZE ITS HIGH STANDARDS IN TEACHER SELECTION IN ORDER TO ENHANCE THE PRESTIGE OF THE DETROIT SCHOOL SYSTEM AND TO CONTINUE TO ATTRACT TOP-QUALITY TEACHERS.

—Approved by the Board, April 30, 1962.

In the late fall of each year a letter, with accompanying materials, is sent to all accredited teacher-education institutions. The advantages of teaching in Detroit, qualifications for teaching, and procedures for making application are emphasized.

As one effective procedure, present Detroit teachers who are graduates of a certain college have been members of recruiting teams sent to that college.

Recommendation 8 (See page 81.)

THE BOARD OF EDUCATION SHOULD CLEARLY EXPLAIN THE REASONS FOR REJECTION TO APPLICANTS NOT HIRED, IF THE APPLICANT SO REQUESTS.

Approved by the Board, April 10, 1962.

The Personnel Department has members of the interviewing committee for all applicants specify the reason for marking a candidate "doubtful" or "unsatisfactory."

Unsuccessful candidates are sent a letter which includes the following paragraphs:

> The members of the committee have indicated that the items checked below were the basis for not placing your name on the eligibility list:

____Scholastic background as reflected in college grades
____Performance on the written examinations
____Record of former teacher service in the Detroit Schools
____Failure to convince committee of potential as a teacher in the Detroit Schools
____Others____

A member of the Personnel Staff would be happy to discuss the matter with you at any time if you have any questions. It would be helpful if you called 963-7150, Extension 47, for such an appointment.

Recommendation 9 (See page 81.)

THE BASIC SALARY SCALE OF TEACHERS SHOULD BE SUFFICIENT TO ATTRACT AND RETAIN COMPETENT TEACHERS.

—Approved by the Board, April 10, 1962.

The staff has no reservations on this recommendation. It has not as yet discovered sufficient revenue to place this recommendation fully in effect, but progress has been made in recent years.

Recommendation 10 (See page 81.)

THE BOARD SHOULD CONTINUE TO STUDY THE STRENGTHS AND WEAKNESSES OF THE SUBSTITUTE SERVICE PROGRAM TO DETERMINE SOUND AND REASONABLE MEASURES FOR IMPROVEMENT.

—Approved by the Board, April 30, 1962.

Illustrative of the continuing attention to strengthening substitute service are the following:

1. Requirement that all substitute teachers shall meet the same qualifications as contract teachers (1958).
2. Development of "Resource Teacher" plan which assigns full-time contract teachers to a building or group of two or three buildings to be on hand daily for substitute service (1959).
3. Installation of "answering service" equipment to permit call-ins by teachers on a 24-hour a day basis and to expedite early morning calls (1960).
4. Development of "Emergency Plan" which draws personnel certificated to teach from specialized service, supervisory, and administrative positions to maintain class instruction of pupils when there is unusual teacher absence (1959-60).
5. Weekly reports of substitute calls and calls filled are sent to the Superintendent.
6. Periodic status reports go from the Director of Personnel to the Superintendent, such as the one that follows:

FROM : Robert E. LeAnderson

TO : Superintendent S. M. Brownell

DATE : February 27, 1962

Enclosed are materials which will bring you up to date on the present substitute teacher situation. I think most of these reports have already reached you, but the attached may save you a search for them.

BOARD ACTION AND STAFF COMMENTARY

Highlights of the present situation are as follows:

1. We have more substitute teachers listed this year than last year and the year before. For example:

DATE	NUMBER OF SUBSTITUTE TEACHERS
January 29, 1960	1,215
January 29, 1961	1,085
January 29, 1962	1,288

2. We are filling more calls than we did a year ago. For example: during the fourth week of February, 1961, *535* calls were filled and in the same corresponding week of this year, *1,168* calls were filled.
3. Substitute requests are greater this year. For the fourth week of February, 1961, there were 1,271 requests and for the corresponding week this year we received 1,745 requests—a difference of *474* requests for the week.
4. The Emergency Plan announced in the Principals' Notes of March 24, 1960, was invoked on Thursday, February 15, 1962 to begin on the following day. In brief, this means:
   - A. Substitute calls will be received in the Substitute Office as usual.
   - B. Where there are unfilled calls, the schools will be notified and they will be asked to close ranks from their own staffs.
   - C. If they are unable to cover all teaching positions, the Substitute Office will be notified and will then draw on the auxiliary services of the Attendance Department, Psychological Clinic, Supervisors and Administrative Staff.
5. A letter (copy attached) has gone out to all substitute teachers requesting that they make themselves available on additional days during the present emergency.
6. The report for Monday, February 26, 1962, indicates requests for 455 substitute teachers. Mondays are our customary "high days." We will watch the demands and request that the schools return to the usual pattern as soon as the demands for substitute service are within normal experience for this time of year.
7. Thus far this year there have been *28,075* requests for substitute service and we have filled *23,868* of the requests compared with *23,624* total requests last year with *19,514* filled. In other words the requests for substitute service have increased this year by *4,451* and we have been able to fill *4,354* more requests.
8. The present situation appears to be the result of:
   - A. Unusual illness (also among the substitute teachers and their families).
   - B. Adverse weather conditions.
   - C. Inability to secure qualified teachers and resource teachers.
9. The schools have been most co-operative in adjusting their respective staffs so that the instructional program would be effected as little as possible.

Recommendation 11 **(See page 81.)**

THE PERSONNEL DIVISION SHOULD BE COMMENDED FOR ITS STEPPED-UP PROGRAMS OF RECRUITMENT. THIS PRACTICE SHOULD BE EVALUATED AND ADDITIONAL CREATIVE MEASURES TAKEN TO STRENGTHEN RECRUITMENT.

—Approved by the Board, May 8, 1962.

As a recent measure, a workshop was conducted in the spring of 1962 (meetings April 7, 14, and May 5, 12) to develop a handbook for those who participate in the recruitment program.

EQUAL EDUCATIONAL OPPORTUNITIES — PERSONNEL

Recommendation 12

(See page 82.)

THE BOARD OF EDUCATION SHOULD REGULARLY INCLUDE THE USE OF NEGROES AS MEMBERS OF THE RECRUITING TEAM.

—Approved by the Board, April 10, 1962.

This is present practice.

Recommendation 13

(See page 82.)

ALL TEACHER-TRAINING INSTITUTIONS ACCREDITED BY AUTHORIZED AGENCIES, INCLUDING NEGRO COLLEGES AND UNIVERSITIES, SHOULD BE COVERED ON THE MAILING LIST FOR ANNOUNCEMENTS AND APPLICATION FORMS FROM THE DETROIT PUBLIC SCHOOLS.

—Approved by the Board, April 10, 1962.

All teacher-training institutions accredited by the National Commission for the Accreditation of Teacher Education programs are on the mailing list of the Detroit Public Schools.

Recommendation 14

(See page 82.)

NO ACCREDITED TEACHER-TRAINING INSTITUTION WITHIN THE RECRUITING RANGE SHOULD BE EXCLUDED BY RECRUITING PERSONNEL, AND THE ITINERARIES OF THE RECRUITING TEAMS SHOULD BE SENT TO COLLEGES BEYOND THE RECRUITING TEAMS' RANGE.

—Approved by the Board, April 30, 1962.

No accredited teacher education institution is excluded for visiting by recruiting teams.

Schedules for recruiting teams are developed with economy and efficiency as major considerations. Highest priority is given to institutions from which, as preliminary correspondence has indicated, there are or may be several candidates who may be interested in teaching in Detroit, and where a schedule for a recruiting team can be worked out that is reasonably economical and efficient in terms of the travel costs and time of the recruiting team members. Some colleges are visited annually; some only occasionally.

Since September 1960, teacher recruiting teams from the Personnel Division have visited the following institutions outside of Detroit. Each number indicates the number of recruiting team visits:

Albion College	(3)	Albion, Michigan
Alma College	(4)	Alma, Michigan
Ball State College	(2)	Muncie, Indiana
Bowling Green State College	(2)	Bowling Green, Ohio
Central Michigan University	(4)	Mt. Pleasant, Michigan
Central State College	(1)	Wilberforce, Ohio
Eastern Michigan University	(5)	Ypsilanti, Michigan
Indiana State University	(2)	Terre Haute, Indiana
Indiana University	(2)	Bloomington, Indiana
Miami University	(2)	Oxford, Ohio
Michigan State University	(9)	East Lansing, Michigan
Northern Illinois University	(1)	De Kalb, Illinois
Northern Michigan College	(2)	Marquette, Michigan
Northwestern University	(1)	Evanston, Illinois
Ohio State University	(2)	Columbus, Ohio
Ohio University	(2)	Athens, Ohio
Stout State College	(3)	Menominee, Wisconsin

University of Illinois	(1)	Urbana, Illinois
University of Michigan	(9)	Ann Arbor, Michigan
University of Minnesota	(2)	Duluth, Minnesota
University of Minnesota	(2)	Minneapolis, Minnesota
University of Toledo	(2)	Toledo, Ohio
University of Wisconsin	(2)	Madison, Wisconsin
University of Wisconsin	(2)	Milwaukee, Wisconsin
Western Michigan University	(4)	Kalamazoo, Michigan

Recommendation 15 (See pages 82-83.)

THE PLACEMENT OF EMERGENCY SUBSTITUTES IN REGULAR POSITIONS AND PROBATIONARY I AND II TEACHERS SHOULD BE SO PLANNED THAT NO PARTICULAR SCHOOL OR AREA HAS A DISPROPORTIONATE NUMBER OF EITHER.

—Approved by the Board, May 8, 1962.

A report on ESRPs follows. Progress being made toward the goal of reducing the number of ESRPs to a minimum is seen in these figures:

NUMBER OF ESRPs

February 1958	800	April 1960	491	September 1961	430*
November 1959	528	September 1960	477		

Progress toward the goal of equalizing the ESRP distribution throughout the city is seen in these figures:

PER CENT OF ESRPs BY DISTRICT

DISTRICT	ELEM. & SPECIAL		JUNIOR HIGH		SENIOR HIGH		TOTAL DISTRICT		
	EEO 9/60	2/23/62	EEO 9/60	2/23/62	EEO 9/60	2/23/62	EEO 9/60	2/23/62	
	%	%	%	%	%	%	%	NO.	%
C	6.5	5.1	4.0	2.8	2.5	.6	5.4	79	3.9
E	15.0	10.9	2.8	3.2	1.2	2.5	10.7	92	8.1
N	3.9	3.3	3.0	1.3	.9	.7	3.3	32	2.4
NE	2.1	1.9	1.6	.2	---	1.9	1.8	14	1.5
NW	1.4	2.2	---	.7	.7	.3	1.0	19	1.4
S	7.5	6.2	5.5	---	1.8	1.5	5.3	38	4.0
SE	8.7	6.6	4.8	2.8	4.0	2.5	7.5	52	5.3
SW	9.3	8.6	---	2.7	3.0	2.1	6.9	64	6.2
W	2.1	2.5	3.6	.6	.9	.4	2.0	18	1.7
Total	—		—		—		—	408	—

On a city-wide level, approximately 3.8% of 10,585 educational employees are at ESRP status.

Probationary I and II teachers are those in their first and second year of teaching in the Detroit system. Approximately one-fourth of them are teachers with experience who are employed for the first time in Detroit.

The distribution of Probationary I and Probationary II teachers by districts is shown in the following table.

---

* Of the 430 ESRPs, 155 had the A.B. degree and 18 more had the M.A. degree.

PROBATIONARY Is, IIs—FEBRUARY 1962

The information given in the EEO Report is for elementary and junior high only. The following table lists Probationary Is and IIs including all levels.

DISTRICT	TOTAL NUMBER OF TEACHERS	PROB. I		PROB. II	
		NO.	%	NO.	%
C	1806	238	13.2	186	10.3
E	1139	154	13.5	92	8.1
N	1328	110	8.4	95	7.2
NE	950	57	6.0	52	5.5
NW	1323	116	8.8	66	5.0
S	950	74	7.8	51	5.4
SE	989	87	8.8	91	9.2
SW	1026	99	9.6	73	6.8
W	1074	98	9.1	52	4.8

Recommendation 16 (See page 83.)

SENIORITY RIGHTS SHOULD BE BASICALLY THE RIGHT TO HAVE JOB PROTECTION IN THE SYSTEM, AND SENIORITY SHOULD NOT BECOME AN OBSTACLE IN PRACTICE TO THE ACCOMPLISHMENT OF BALANCED STAFF ASSIGNMENTS IN THE INDIVIDUAL SCHOOLS.

—Approved as amended by the Board, May 22, 1962. The amended wording is: SENIORITY* SHOULD NOT BECOME AN OBSTACLE IN PRACTICE TO THE ACCOMPLISHMENT OF BALANCED STAFF ASSIGNMENTS IN THE INDIVIDUAL SCHOOLS.

The Superintendent conferred with the presidents of the Detroit Education Association and the Detroit Federation of Teachers as suggested during the Committee of the Whole meeting April 17. Unanimous agreement was reached that the intent of Recommendation 16 might best be stated and understood by all parties if it read as amended.

Recommendation 17 (See page 83.)

WHEN TEACHERS OR ADMINISTRATORS TAKE EXTENDED LEAVES OF ABSENCE FOR A SEMESTER OR LONGER, EXCEPT FOR SABBATICAL LEAVES, THEY SHOULD BE SUBJECT TO REASSIGNMENT IN ACCORDANCE WITH RECOMMENDATION 16.

—Approved by the Board, June 12, 1962.

This is in line with current practice. The statement reads: "Returns from illness or sabbatical leaves return to their former position or a like position in the school system. Assignment of persons on leaves for other reasons will be made depending on vacancies in the school system. Assignment of persons returning from leaves of absence will have priority over placement of new employees."

---

* Length of teaching service— "seniority" —means number of years of teaching service with the Detroit Board of Education, including periods of substitute teaching. The teacher selects the department in which his years of service are to be counted, subject to approval of the supervisor and division head concerned. Form 4129, Teacher Service Declaration Blank, is sent by Personnel Department to each teacher, for completion and return via his principal, during his first contract year. The choice passes through the district administrator (in the case of all schools reporting to district administrators), the department supervisor, and the deputy or the assistant superintendent in charge, for approval. It is a good idea to have the supervisor's verbal approval before a teacher files his choice. The total time he has taught in the Detroit Public Schools in any department will be counted toward his length of service in the department he selects. (*Teachers' Bulletin No. 2*, page G-9).

BOARD ACTION AND STAFF COMMENTARY

Recommendation 18 (See page 83.)

> THE POLICY OF MOVEMENT OF EXPERIENCED TEACHERS AS STATED IN THE *TEACHERS BULLETIN NO. 2*, 1958-59, p. G-6, SECTION B, SHOULD BE MORE CLEARLY DEFINED AT THE TIME OF RECRUITMENT, AND LATER ADMINISTERED TO INSURE THE FAIR DISTRIBUTION OF EXPERIENCED TEACHERS THROUGHOUT THE CITY.
>
> —Approved by the Board, April 30, 1962.

All new teachers at the time of employment receive a letter which reads, in part, as follows:

> We welcome you to the teaching staff of our city. Ours is a large school system, but you will find your fellow teachers, principal, supervisor, and others sincerely interested in you and willing to help you. Perhaps you may wish to visit the school, if you have not already done so, and become acquainted with the principal and some of the faculty members. If you would like to do this, we suggest you phone or write the school for an appropriate time. The telephone number is
>
> Your initial appointment has been given careful consideration and we believe it holds a fine potential for your service to Detroit school children. *After a period of three years, in accordance with Board of Education policy, you may be asked to accept another assignment which will further contribute to your professional growth and enable you to share your experiences with other groups of pupils.*
>
> May your first school year with us be a rewarding one. We wish you continued success and satisfaction in your chosen career.

Recommendation 19 (See page 84.)

> TEACHING SERVICE, COUNSELING SERVICE, CLERICAL SERVICE, AND CURRICULUM OPPORTUNITIES SHOULD BE EQUALIZED FOR SEVENTH AND EIGHTH GRADERS WHEREVER THEY MAY BE HOUSED.
>
> —Approved by the Board, May 8, 1962.

Recommendations of the Committee on the School Program for Early Adolescents, as approved by the Board of Education, were similar to this recommendation of the Equal Educational Opportunities Committee.

Recommendation 20 (See page 84.)

> ASSIGNMENT OF CLERICAL HELP SHOULD BE ON THE BASIS OF NEED RATHER THAN SOLELY ON THE PRESENT BASIS OF SCHOOL ENROLLMENT. ADDITIONAL CLERICAL HELP SHOULD BE PROVIDED IN ANY SCHOOL AT THE REQUEST OF A DISTRICT ADMINISTRATOR.
>
> —Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: ASSIGNMENT OF CLERICAL HELP SHOULD BE ON THE BASIS OF NEED RATHER THAN SOLELY ON THE PRESENT BASIS OF SCHOOL ENROLLMENT.

The clerical code now in operation makes provisions for such factors as enrollment, transiency, children who are bused to the school, and similar factors. A proposed revision, developed by a committee with representation from the district administrators, has not been acted upon, awaiting knowledge of budgeted funds that will be available. Additional clerical help is now furnished to schools upon recommendation of the district administrator, provided the request is in accordance with the clerical assignment policy.

EQUAL EDUCATIONAL OPPORTUNITIES — PERSONNEL

Recommendation 21 (See page 84.)

THE BOARD OF EDUCATION SHOULD ENCOURAGE TEACHING AND/OR ADMINISTRATIVE EXPERIENCE IN VARIOUS SOCIO-ECONOMIC AREAS IN ORDER TO DEVELOP A VERSATILE STAFF, ABLE TO SERVE MORE EFFECTIVELY ANYWHERE IN THE CITY OF DETROIT; AND THIS EXPERIENCE FACTOR SHOULD BE WEIGHED IN DETERMINING PROMOTIONS.

—Approved by the Board, May 8, 1962.

Illustrative of practices now in effect toward this objective are:

1. The placement policy for beginning teachers, which indicates that they should expect change in location after the first three years.
2. The indication to candidates and to screening committees that, other things being equal, persons having experience in more than one socio-economic area are to be preferred.
3. Encouraging a number of persons on eligibility lists who have had experience in only one socio-economic area to transfer to another school pending their promotion.

Recommendation 22 (See page 84.)

THE BOARD OF EDUCATION SHOULD TAKE DEFINITE STEPS TO ASSURE THAT DAILY SUBSTITUTE SERVICE FOR ABSENT TEACHERS IS IN ACCORDANCE WITH NEEDS.

—Approved by the Board, May 8, 1962.

This is present policy. Staff comments related to Personnel Recommendation 33 indicate steps taken and progress made to provide adequate substitute service in the face of teacher shortage.

Recommendation 23 (See page 84.)

RESOURCE-TEACHER SERVICE SHOULD BE ASSIGNED FIRST TO SCHOOLS WHERE THERE HAS BEEN DIFFICULTY IN ASSIGNING SUBSTITUTES.

—Approved by the Board, May 8, 1962.

Resource teachers have been placed primarily in schools where there has been difficulty in assigning substitutes. In the elementary schools it has been necessary to place several resource teachers in specific classroom teaching assignments, since classroom teaching assignments take priority over resource (substitute) teacher placements. As of March 1962, there are 29 resource (full-time assigned substitute) teachers in the elementary and 40 in the secondary areas.

Recommendation 24 (See page 85.)

ADDITIONAL COMPETENT AND EXPERIENCED TEACHERS SHOULD BE ASSIGNED TO TEACH IN LOW SOCIO-ECONOMIC NEIGHBORHOODS. ADMINISTRATION SHOULD MAKE IT A SPECIAL POLICY TO ASSIGN COMPETENT AND EXPERIENCED TEACHERS TO MULTI-PROBLEM AREAS.

—Approved by the Board, May 8, 1962.

One of the reasons for development of the placement procedure, which states that teachers at the end of their first three years of teaching may expect to be placed where experienced teachers are needed, was to bring about more balance in the distribution of inexperienced and experienced teachers in various parts of the city. There was a heavy concentration of the inexperienced and ESRP teachers in the fast-growing and the older sections of the city.

Distribution figures as of June 1961 indicate that there is still some imbalance, but that a much better distribution is resulting than was true several years ago, or as shown in Equal Educational Opportunities Personnel Section, Appendix Table 9 (Unabridged Edition, page 97). These later figures are shown below:

LENGTH OF TEACHER SERVICE—JUNE 1961

DISTRICT	YEARS OF TOTAL TEACHING SERVICE*							
	LESS THAN 3		3-6		7-10		MORE THAN 10	
C	305	17.7%	422	24.3%	300	17.3%	710	40.7%
E	190	17.9%	285	26.9%	185	17.4%	396	37.8%
N	162	12.0%	174	12.9%	216	16.0%	778	59.1%
NE	88	9.2%	122	12.8%	134	13.9%	821	64.1%
NW	135	10.1%	173	13.1%	205	15.5%	804	61.3%
S	135	14.1%	235	24.6%	178	18.4%	418	42.9%
SE	156	14.9%	290	27.8%	185	17.9%	403	39.4%
SW	138	13.8%	210	21.0%	200	20.0%	452	45.2%
W	113	10.4%	175	16.3%	172	16.1%	609	57.2%

* Total teaching service includes Detroit service plus any years of teaching service which was indicated on the individual's application.

Recommendation 25 (See page 85.)

THE BOARD OF EDUCATION SHOULD REQUEST RECOGNITION OF THE SPECIAL NEEDS OF STUDENTS IN URBAN AREAS BY THE APPLICATION OF FUNDS TO LOCAL SCHOOL DISTRICTS, IN ORDER TO HELP FINANCIALLY IN PROVIDING THE ADDITIONAL KIND OF EDUCATIONAL PROGRAM NEEDED BY THESE CHILDREN.

—Approved by the Board, May 8, 1962.

The Superintendent of Schools has presented the special problems of urban schools before Congressional sub-committees; he has spoken before representatives of major education organizations which included the National School Boards Association, American Association of School Administrators, National Congress of Parent-Teacher Associations, National Association of Secondary School Principals, National Association of Elementary School Principals, National Education Association and Educational Policies Commission, and before several national and state meetings. He spoke on these problems before the principals and other administrators of the Detroit Public Schools on February 9, 1962; a copy of this statement appeared in *Detroit Schools* under date of March 30, 1962.

Recommendation 26 (See page 85.)

A STUDY SHOULD BE MADE OF ALL FACTORS IN ORDER TO RECRUIT SPECIAL-EDUCATION TEACHERS IN ALL AREAS WHERE THERE IS A SHORTAGE OF TRAINED PERSONNEL.

—Approved by the Board, May 8, 1962.

A study is under way by the Special Education Department on this problem as it relates to Detroit. It is perhaps well to mention that this is not merely a local problem. The Superintendent engaged in a somewhat similar study in the early 1950s as related to Connecticut and New England, because the Teachers College of which he was then president was the one Teachers College in the state of Connecticut designated to prepare special-education teachers and the need for special-education teachers was much greater than the supply.

EQUAL EDUCATIONAL OPPORTUNITIES – PERSONNEL

The U. S. Office of Education conducted a study of special-education teacher needs and resources for their preparation during the 1953-56 period when the Superintendent was Commissioner. The problem on an international scale was one of two major topics considered at the International Bureau of Education meeting in Geneva, Switzerland, in 1960 when the Superintendent headed the United States delegation.

Recommendation 27 **(See pages 85-86.)**

CLASSES FOR THE MENTALLY RETARDED* AND UNGRADED SHOULD NOT EXCEED A CLASS MEMBERSHIP OF FIFTEEN.**

—Approved by the Board, May 8, 1962.

SPECIAL EDUCATION CLASSES WITH ENROLLMENTS ABOVE 15 PUPILS

TYPE OF CLASS	EEO REPORT		MARCH 1962	
	No. of Classes	No. over 15 Pupils	No. of Classes	No. over 15 Pupils
Special A	79	65	90	76
Jr. Special B	76	76	93	91
Spec. B Girls	29	22	32	30
Spec. B Boys	59	48	63	62
Special Prep.	27	27	34	33
Special Prep. (Trade)	3	3	4	4
Jr. Ungraded	25	11	26	14
Sr. Ungraded	40	0	41	27
TOTALS	338	252 (74.5%)	383	337 (87.9%)

Shortage of available rooms and of qualified special-education teachers poses this problem for the principal and district administrator: should a special-class enrollment be kept at 15, with the result that some pupils who have been tested and found needing special-class instruction are left in regular classes whose membership may be in the high thirties—or should a special class take in one or a few above 15, giving these pupils the benefit of the added personal attention and other features of the special-class program?

The above figures indicate that between 1960 (when figures were provided the EEO Committee) and March 1962, forty-five special-education classes had been added; but likewise the number of special classes exceeding 15 in enrollment had increased by 85.

Recommendation 28 **(See page 86.)**

RECOGNIZING THE NUMBER OF CHILDREN WHOSE SCHOOL OPPORTUNITY AND PROGRESS HAVE BEEN DISTORTED BY MENTAL OR DEEP SOCIAL MALADJUSTMENTS, AND THE NEED OF MANY OF THESE PUPILS FOR INTENSIVE STUDY AND HELP OVER A CONSIDERABLE PERIOD OF TIME, THE COMMITTEE RECOMMENDS THAT

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* *Mentally Retarded.*—Pupils who, on the basis of psychological test findings and other information, are judged as being mentally handicapped and requiring special education programs.

** *Ungraded.*—Special education programs for socially and emotionally maladjusted boys.

BOARD ACTION AND STAFF COMMENTARY

THE STAFF OF VISITING TEACHERS[13] SHOULD BE INCREASED SO THAT THERE IS AT LEAST ONE VISITING TEACHER FOR EACH 2,500 PUPILS; AND IN SCHOOLS WHERE REFERRALS ARE MORE SERIOUS OR MORE NUMEROUS, VISITING TEACHER SERVICES SHOULD BE AUGMENTED TO MEET THE NEED.

—Approved by the Board, May 8, 1962.

The visiting teacher staff now numbers 54 plus 5 consultants. To provide one visiting teacher for each 2,500 pupils would mean the addition of 115 visiting teachers, at an annual cost in the neighborhood of $700,000, if these persons were available. There is a current shortage of persons prepared for visiting-teacher work.

The shortage of available qualified candidates in Michigan and of those in training for visiting-teacher services precludes any early fulfillment of this recommendation, quite aside from budgetary considerations.

Recommendation 29 (See page 86.)

GIFTED, TALENTED, AND CREATIVE CHILDREN SHOULD BE PROVIDED OPPORTUNITIES DURING THE REGULAR SCHOOL DAY TO BE CHALLENGED TO THEIR FULLEST CAPACITY.

—Approved by the Board, June 12, 1962.

Detroit schools have had a staff committee to encourage and to evaluate school program recognition of special abilities since 1957. The committee's most recent report (May 1962, 18 pp.) states:

> The Detroit Public Schools are committed to providing an educational program for all children which gives them equal and favorable opportunities to discover and develop fully their capabilities and talents. For those pupils who have a pronounced aptitude for learning or who have special abilities and talents, the schools encourage growth in four ways.
>
> 1. Through the adaptation of instruction and learning opportunities in every classroom.
> 2. By offering opportunities for voluntary participation in after-school special ability classes.
> 3. By providing special classes and activities (for selected groups) which are incorporated in the daily schedule.
> 4. By providing sequences of specialized courses in specific high schools.

It further states:

> The most extensive program designed to aid pupils with special abilities consists of every teacher's effort in every class group at all grade levels to provide learning experiences tailored to the aptitudes and interests of all pupils—including the *gifted* pupils.

Recommendation 30 (See page 87.)

THE BOARD AND THE SUPERINTENDENT SHOULD BE COMMENDED FOR THE ESTABLISHMENT OF A TEACHER SELECTION REVIEWING COMMITTEE, AND THIS PRACTICE SHOULD BE CONTINUED.

—Approved by the Board, April 10, 1962.

Cases referred to Teacher Selection Reviewing Committee, July 1, 1958 to February 16, 1962:

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[13] *Visiting Teacher.*—The Visiting Teacher helps children from kindergarten to 12th grade whose social or emotional problems interfere with their success in school. She is equipped for this work by special training in the field of Education, Mental Hygiene and Social Work. This help is different from, and in addition to, that given children by the classroom teachers and other school personnel. *(CAC Note 13, p. 86.)*

8

EQUAL EDUCATIONAL OPPORTUNITIES — PERSONNEL

YEAR	APPROVED	NOT APPROVED	TOTAL
1958-1959	9	91	100
1959-1960	17	64	81
1960-1961	14	47	61
*1961-2/16/62	1	31	32
Total	41	233	274

* Cancelled Application	2
Additional information requested before next meeting	2
To be interviewed at next meeting	1
	5

Recommendation 31 (See page 87.)

A RESEARCH SPECIALIST SHOULD BE ADDED TO THE PERSONNEL DIVISION STAFF.

—Approved by the Board, May 8, 1962.

A research specialist was approved by the Superintendent on March 28, 1962, and the position was filled by the usual procedures as of April 21, 1962.

Recommendation 32 (See page 87.)

THE BOARD OF EDUCATION SHOULD REQUEST EVALUATIONS OF THE RESULTS OF THESE RECOMMENDATIONS IN RECRUITMENT, HIRING, PLACEMENT, AND PROMOTION PROCEDURES INVOLVING CONTRACT AND NON-CONTRACT PERSONNEL; OUTSIDE QUALIFIED CONSULTANTS SHOULD BE ENGAGED TO CONDUCT SUCH STUDIES, AND THE RESULTS SHOULD BE MADE PUBLIC.

—Approved by the Board, June 12, 1962.

The function of the Teacher Selection Review Committee is that of an advisory committee to the Superintendent, to investigate and review the entire record of any candidate who desires to have a review of the decision of the Teacher Selection Committee. It reports its findings to the Superintendent in order that he may make his decisions as fairly as possible.

On September 26, 1961, the Assistant Superintendent for Personnel made a comprehensive 25-page report of the entire range of activities of the Personnel Division. This report was studied and discussed by the Board of Education. It included data on all aspects of personnel activity. Within the past two years, two special studies involving outside consultants have studied and reported on:

1. Progress made on personnel recommendations of the Citizens Advisory Committee on Detroit School Needs, and
2. Personnel records.

Recommendation 33 (See page 87.)

THE PERSONNEL DIVISION SHOULD BE COMMENDED FOR IMPROVEMENTS IN THE METHOD OF HANDLING SUBSTITUTE CALLS, AND THE PRESENT PRACTICE SHOULD BE CONTINUED.

—Approved by the Board, April 10, 1962.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 34 (See page 87.)

THE PERSONNEL DIVISION SHOULD BE COMMENDED FOR ESTABLISHING BETTER COMMUNICATION WITH THE TOTAL SCHOOL STAFF, AND THIS PRACTICE SHOULD BE CONTINUED AND AUGMENTED.

—Approved by the Board, April 10, 1962.

Recommendation 35 (See page 87.)

THE USE OF SUBJECT-MATTER AND SPECIALIST SUPERVISORS TO ASSIST THE PERSONNEL DIVISION AND THE INTERVIEW COMMITTEE SHOULD BE CONTINUED, BUT THEIR SERVICES SHOULD BE LIMITED TO THE SELECTION OF TEACHERS.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: THE USE OF SUBJECT-MATTER AND SPECIALIST SUPERVISORS TO ASSIST THE PERSONNEL DIVISION AND THE INTERVIEW COMMITTEE SHOULD BE CONTINUED.

In personnel matters it seems desirable to make use of all of the understanding it is possible to secure, including that secured from teachers, supervisors, administrators, parents, and other citizens. The responsibility for personnel placement is delegated by the Superintendent to the Personnel Division, but he should expect it to supplement its knowledge by utilizing all available sources in order to make the wisest possible placement decisions.

Recommendation 36 (See page 88.)

THE WHOLE MATTER OF ASSIGNMENT OF PRINCIPALS AND TEACHERS TO SUMMER-SCHOOL POSITIONS SHOULD BE THE RESPONSIBILITY OF THE PERSONNEL DIVISION.

—Approved by the Board, May 8, 1962.

This is being done for the first time this year. The procedure was directed by the Superintendent in approving plans for the 1962 summer session.

Principals' Notes of March 8, 1962, carried the announcement from the Personnel Division giving application procedures. Selection and assignment of summer-school personnel is being handled by the Personnel Division.

Recommendation 37 (See page 88.)

AN INCREASE IN SUPERVISORY STAFF IS NECESSARY IF THE DIVISION FOR THE IMPROVEMENT OF INSTRUCTION IS TO GIVE NECESSARY TIME AND ASSISTANCE AT THE LOCAL SCHOOL LEVEL.

—Approved by the Board, May 8, 1962.

This is in accord with recommendations of the Citizens Advisory Committee on School Needs and of the Advisory Committee on Health, Physical Education and Physical Fitness; these recommendations by both committees were approved by the Board of Education.

The number of supervisory personnel in the Division for the Improvement of Instruction for the past six years has been:

1956-57.....50
1957-58.....51
1958-59.....55
1959-60.....58
1960-61.....59
1961-62.....67

It should be noted that some of the additions are due to reorganization of special education and the placement of these supervisors in the Division for the Improvement of Instruction.

The CAC recommendation is in line with the recommendation of the Superintendent that professional school staff should be 50 professionals per 1,000 school pupils. The present ratio is 37.75 in Detroit. This places Detroit 43 from the top of 49 metropolitan area school districts which have school memberships of 3500 or more school pupils.

Recommendation 38 (See page 88.)

SUFFICIENT RECOGNITION SHOULD BE GIVEN FOR EXTENSIVE COMMUNITY SERVICE AT THE LOCAL SCHOOL LEVEL IN CONSIDERING CANDIDATES FOR ADMINISTRATIVE POSITIONS.

—Approved by the Board, June 12, 1962.

Promotion evaluation forms, and forms used to secure information on candidates for administrative positions, request information concerning community activities of the candidate.

Evaluation committees are informed, and there have been frequent statements made by the administration, that in the evaluation of candidates priority will be given to persons with successful experience in more than one area of the city.

Recommendation 39 (See page 88.)

THE HEALTH AND PHYSICAL EDUCATION STAFF OF THE DETROIT PUBLIC SCHOOLS SHOULD CONCENTRATE ON THE HEALTH AND PHYSICAL NEEDS OF ALL OF THE STUDENT MEMBERSHIP.

—Approved by the Board, May 8, 1962.

This is in accordance with present policy. The present experimental entry into State Tournament Competition should provide an opportunity to determine how much time, if any, is taken from attention to the needs of all pupils and devoted to the needs of a few. This question will become a part of the evaluation of the State Tournament competition.

Recommendation 40A (See page 88.)

THE PRESENT ORIENTATION PROGRAMS AND WORKSHOPS FOR NEW TEACHERS AND NEWLY APPOINTED ASSISTANT PRINCIPALS SHOULD BE CONTINUED.

—Approved by the Board, May 8, 1962.

A report on the orientation program was presented to the Board of Education on December 12, 1961.

Recommendation 40B (See pages 88-89.)

THE MANY EXCELLENT WORKSHOPS FOR TEACHERS AND ADMINISTRATORS SHOULD BE CONTINUED AND EXPANDED.

—Approved by the Board, May 8, 1962.

A report on the workshops covering the period September 1960 — August 1961 was presented to the Board of Education on August 22, 1961. The program is continuing.

Recommendation 40C (See page 89.)

MORE WORKSHOPS IN THE AREA OF HUMAN RELATIONS SPECIALLY DESIGNED FOR PRINCIPALS ARE NEEDED ON A CITY-WIDE OR DISTRICT LEVEL.

—Approved by the Board, June 12, 1962.

This recommendation closely parallels that of Recommendation 31 under Curriculum and Guidance. The staff comments for that recommendation seem applicable here.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 41 **(See page 89.)**

EARLY IN SEPTEMBER LOCAL SCHOOL STAFFS SHOULD COOPERATIVELY PLAN AND STUDY MAJOR WORK AREAS AND PROBLEMS AT THE LOCAL SCHOOL LEVEL.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: LOCAL SCHOOL STAFFS SHOULD COOPERATIVELY PLAN AND STUDY MAJOR WORK AREAS AND PROBLEMS AT THE LOCAL SCHOOL LEVEL, WITH SUCH UNDERTAKINGS BEING INCLUDED IN LOCAL SCHOOLS FROM THE BEGINNING OF THE SCHOOL YEAR.

Cooperative planning and study by local school staffs of major work areas and problems is an all-year-around activity. The problems which teachers have, in getting acquainted with individual pupils and with the administrative procedures connected with starting the year, make early September a difficult time for much of the cooperative planning and study of major work areas and problems—a less-effective time than later in the year, as in spring planning for the following fall.

Recommendation 42A **(See page 89.)**

EVALUATION OF EDUCATIONAL PROGRESS SHOULD BE AN ONGOING ACTIVITY IN EVERY SCHOOL. IN THOSE SCHOOLS WHERE THE RESULTS OF OBJECTIVE APPRAISAL DEVICES ARE OUT OF LINE WITH SYSTEM GOALS, THE PRINCIPALS AND THE DISTRICT ADMINISTRATORS SHOULD TAKE MEASURES TO IMPROVE EDUCATIONAL RESULTS. WHERE RESULTS ARE NOT OPTIMUM,[14] THE PRINCIPAL AND STAFF SHOULD BE ASKED TO ANALYZE THE REASONS, PROPOSE A PROGRAM FOR IMPROVEMENT, AND REQUEST THE RESOURCES NECESSARY TO ACHIEVE THE GOALS SET. THE BOARD OF EDUCATION SHOULD PROVIDE THE RESOURCES NECESSARY TO FURTHER THE EQUALIZATION OF EDUCATION AND THE SUPERINTENDENT AND THE DISTRICT ADMINISTRATORS SHOULD TAKE ALL STEPS NECESSARY TO PROMOTE THE EDUCATIONAL PROGRESS IN EVERY SCHOOL.

—Approved by the Board, June 12, 1962.

Much of the work of district administrators with school principals is devoted to the activities here suggested. A further procedure to this end is set forth in the *Administrative Handbook,* as follows:

> All principals, directors of units or services and chairmen of special or standing committees of the school system are requested to submit a report by January 1 of each year to the Office of the Superintendent.
>
> This report should not exceed three pages and should indicate the major achievements or activities of the unit or committee during the calendar year. If previous reports (during the year) have been made, they may be summarized.

From these "reports of progress" which are used for developing an annual report of the school system, the Superintendent is able to gain helpful information on the extent and kind of evaluation activities in the individual schools.

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[14] *Optimum educational goals.*—A number of national groups have delineated the objectives of education. The statement of goals made by the Educational Policies Commission of the National Education Association and the American Association of School Administrators is probably the most powerful and most widely accepted. In 1938 the commission identified the goals of education basically as *self-realization, human relationships, economic efficiency,* and *civic responsibility.* In 1961 this committee issued a new document which reaffirmed the four purposes mentioned above and added a fifth, namely *the development of a rational thinking human being. (CAC Note 14, p. 89.)*

Recommendation 42B

(See pages 89-90.)

WHERE TOTAL SCHOOL ACHIEVEMENT IS AVERAGE, ABOVE AVERAGE, OR SUPERIOR, THEY, TOO, SHOULD BE ANALYZED AND APPRAISED TO HELP DETERMINE WHETHER OR NOT SCHOOL ACHIEVEMENT IS CORRELATED TO THE EDUCABLE POTENTIAL OF THE STUDENTS.

—Approved by the Board, June 12, 1962.

See comment under Recommendation 42A.

Recommendation 43

(See page 90.)

THE BOARD OF EDUCATION SHOULD INCLUDE IN THE HUMAN RELATIONS PROGRAM OBJECTIVES FOR THE IMPROVEMENT OF TEACHER-ADMINISTRATOR RELATIONSHIPS TO INSPIRE COOPERATION, INITIATIVE, AND LEADERSHIP WHICH ARE SO VITAL TO ACHIEVE EDUCATIONAL PROGRESS.

—Approved by the Board, June 12, 1962.

This recommendation closely parallels that of Recommendation 31 under Curriculum and Guidance, and Recommendation 40C under Personnel. The staff comments for those recommendations seem applicable here.

SCHOOL-COMMUNITY RELATIONS

Board Action and Staff Commentary

Recommendation 1

(See page 141.)

THE BOARD OF EDUCATION SHOULD MAKE DETAILED STUDIES OF COMPARATIVE EDUCATIONAL OPPORTUNITIES DISTRICT-BY-DISTRICT AND TAKE CORRECTIVE MEASURES TO EQUALIZE EDUCATIONAL OPPORTUNITIES AMONG DISTRICTS.

—Tabled by the Board, June 12, 1962.

It is the continuous objective of the schools to study school organization and operations in order to find ways to improve the services to pupils. The above recommendation emphasizes this in reference to equalization of educational opportunities.

Studies do not always show that inequalities exist among districts, as might be inferred from the recommendation as written. It is believed that it would be desirable to add the following phrase to the recommendation—

"whenever such studies reveal inequalities which are subject to school control."

Recommendation 2

(See page 142.)

THE ROLE, RESPONSIBILITIES, AND PERFORMANCES OF PRINCIPALS SHOULD BE CONTINUOUSLY EVALUATED AND STUDIED FROM THE STANDPOINT OF IMPROVEMENT IN COMMUNITY RELATIONS. DISTRICT ADMINISTRATORS, IN COOPERATION WITH THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES, SHOULD BE MADE RESPONSIBLE FOR THE DEVELOPMENT AND ADMINISTRATION OF EFFECTIVE CRITERIA TO MEASURE PROGRESS IN SCHOOL-COMMUNITY RELATIONS AND FIRST HAND OBSERVATION, SAMPLING OF COMMUNITY OPINIONS, AND WRITTEN REPORTS SHOULD BE UTILIZED. THE CRITERIA FOR MEASURING PROGRESS SHOULD BE DEVELOPED COOPERATIVELY BY DISTRICT ADMINISTRATORS, PRINCIPALS, AND TEACHERS.

—Approved by the Board, May 8, 1962.

Recommendation 3

(See page 142.)

A REVIEW SHOULD BE MADE OF THE JOB OF EACH DISTRICT ADMINISTRATIVE POSITION IN RELATION TO THE COMMUNITY; ADDITIONAL HELP SHOULD BE PROVIDED SO THAT THE DISTRICT ADMINISTRATOR CAN DELEGATE SOME RESPONSIBILITIES TO ASSIGNED ASSISTANTS.

—Referred by the Board for further study, June 12, 1962.

It has been the aim in creating and developing the position of district administrator to provide leadership and coordination for the work of principals, and to have a responsible administrative officer directly accessible to citizens of the district in relation to special school problems. One of the considerations has been to avoid developing a duplication of the central administration of the school system.

There are needs for additional staff in classrooms, many school offices, and most of the central and specialized services of the school system. Where they should be located and how they should be related is an administrative responsibility which requires continuous study and consideration by the Superintendent.

With this in mind, it is proposed that the adopted recommendation read—

"A review should be made of the job of each district administrative position in relation to the community; additional help should be provided where indicated by such studies so that the district administrator can be most effective in carrying through his community responsibilities."

EQUAL EDUCATIONAL OPPORTUNITIES — SCHOOL-COMMUNITY RELATIONS

Recommendation 4 (See page 142.)

EACH DISTRICT SHOULD CONSIDER THE FORMATION OF A GROUP OF CITIZENS WORKING WITH THE DISTRICT ADMINISTRATOR IN A PERMANENT CITIZENS ADVISORY CAPACITY TO IMPROVE THE SCHOOL PROGRAM AND SCHOOL-COMMUNITY RELATIONS AS WELL. THESE COMMITTEES SHOULD MEET FROM TIME TO TIME TO SHARE VIEWS, PROBLEMS, ETC.

—Approved as amended by the Board, June 12, 1962. The recommendation was modified to read as follows: EACH DISTRICT SHOULD CONSIDER CONVENING A GROUP OF CITIZENS IN AN ADVISORY CAPACITY WITH THE DISTRICT ADMINISTRATOR TO REVIEW THE SCHOOL PROGRAM AND SCHOOL-COMMUNITY RELATIONS AS WELL. GROUPS SHOULD BE CONVENED FOR THIS PURPOSE FROM TIME TO TIME.

We question the advisability of establishing a continuing citizens advisory committee in each district for the same reasons that the Board of Education has considered on several occasions in reference to city-wide continuing citizen advisory groups. We favor the idea of periodically convening a group of citizens in each administrative district, to review with the school staff evidences of progress and problems of the schools in that region, and to advise with the school staff on community reaction to the school situation in that school area.

Recommendation 5 (See page 142.)

THE BOARD OF EDUCATION SHOULD RECOMMEND TO TEACHER-TRAINING INSTITUTIONS IN THE STATE OF MICHIGAN AND WHEREVER ELSE POSSIBLE THAT THEY OFFER COURSES OR WORK IN INTER-GROUP RELATIONS AND IN HUMAN RELATIONS, INCLUDING FIELD TRIPS AND DIVERSIFIED COMMUNITY CONTACTS NOT CURRENTLY PROVIDED IN REGULAR COLLEGE CURRICULA.

—Approved by the Board, May 8, 1962.

There is some evidence that the point of view expressed in the above recommendation is being recognized in teacher education circles. The recently released report of the North Central Association of Colleges and Secondary Schools, *Teacher Education for Human Relations in the Classroom*, whose chairman is Dean F. C. Rosecrance, of the Wayne State University College of Education, states:

> The implications of the findings present a picture that is rather uncomfortable. People tend to assume that teachers are being adequately prepared to deal with children as persons, to work with parents of all kinds, to understand community conditions which affect children's development and to promote in children the attitudes, values and skills which will help them to become adults able to experience generous, abundant living in the democratic tradition. Such seems not to be the case. It is possible that human relations education is short-changed in teacher education curricula because there is a feeling that it is everybody's business. However, in some cases, what is everyone's business may be no one's business. In other situations, when some one person accepts responsibility, others wash their hands of it.

Recommendation 6 (See page 143.)

MORE TEACHERS AND LOCAL SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN THE ACTIVITIES OF PARENT-TEACHER ORGANIZATIONS AND OTHER COMMUNITY GROUPS WHICH ARE CONCERNED WITH THE PROBLEMS OF THE CHILDREN WHO ARE A PART OF THE COMMUNITY IN WHICH THEY TEACH.

—Approved by the Board, May 8, 1962.

It is a continuing objective of the administration to encourage teacher and principal participation in community affairs.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 7 (See page 145.)

> THE BOARD OF EDUCATION AND THE COMMUNITY SHOULD TAKE EFFECTIVE MEASURES, SUCH AS THE HIGHER HORIZONS PROGRAM IN NEW YORK CITY AND THE GREAT CITIES PROJECT IN CERTAIN OF THE DETROIT PUBLIC SCHOOLS, TO COMPENSATE FOR THE CULTURAL DEFICIT THAT EXISTS IN MANY AREAS OF OUR CITY SO THAT THE CYCLE OF CULTURAL DEPRIVATION RUNNING FROM GENERATION TO GENERATION CAN BE BROKEN AND THE ACHIEVEMENT LEVEL OF EACH CHILD CAN BE RAISED TO HIS FULL POTENTIAL.
>
> —Approved by the Board, June 12, 1962.

The development of the Detroit Great Cities Project for the Disadvantaged was to this end. It was possible to initiate the program in three schools. At the end of one year, foundation support enabled extension of the project—including careful evaluation procedures to provide evidence of what was being accomplished—to seven schools involving some 10,000 pupils. As the foundation support decreases, the school system is assuming increasing financial support.

The extent and nature of extending the program will depend upon securing additional budgetary resources and the determination of the effectiveness of the several features of the program as they are evaluated. Similarly as reports of the Great Cities Projects in other cities develop and evaluations are available, features of their successful programs possibly should be incorporated. To do this will require materially increased financial support from the community.

Recommendation 8 (See page 145.)

> THE BOARD SHOULD CONDUCT A WIDE COMMUNITY EDUCATIONAL PROGRAM TO ASSURE ALL PARENTS THAT WHEREVER THEIR CHILDREN ATTEND SCHOOL, CONTINUOUS EFFORTS ARE BEING MADE TO RAISE THE EDUCATIONAL LEVEL OF THE CHILDREN.
>
> —Approved by the Board, May 8, 1962.

This is in accord with the school-community program of the school system.

Recommendation 9 (See page 145.)

> THE GREAT CITIES PROGRAM SHOULD BE CONTINUED AND EXPANDED TO OTHER SCHOOLS.
>
> —Approved by the Board, June 12, 1962.

The comments for Recommendation 7 are applicable here.

Recommendation 10 (See page 145.)

> BECAUSE OF THE ESSENTIAL CHARACTER OF THE ATTENDANCE DEPARTMENT SERVICE IN ASSISTING CHILDREN TO ATTEND SCHOOL REGULARLY, BE PROPERLY CARED-FOR AND EQUIPPED, AND BE IN AN ATTITUDE CONDUCIVE TO SUCCESS IN SCHOOL, PROVISION SHOULD BE MADE FOR ATTENDANCE STAFF MEMBERS TO HAVE MORE TIME FOR EXTENSIVE FAMILY AND PUPIL COUNSELING, AND FOR COOPERATIVE EFFORT WITH OTHER SOCIAL AGENCIES. EITHER THE STAFF SHOULD BE INCREASED OR SOME OF ITS DUTIES, ESSENTIAL BUT NOT URGENTLY REQUIRING THE SPECIALIZED SKILLS OF THE DEPARTMENT, SHOULD BE RE-ASSIGNED. BECAUSE OF THE CLOSE AND SIGNIFICANT LINK WHICH THE DEPARTMENT PROVIDES BETWEEN THE SCHOOL AND THE COMMUNITY ON AN EXTENSIVE SCALE, THE PRESENT REQUIREMENT OF TEACHER CERTIFICATION FOR ATTENDANCE OFFICERS SHOULD BE CONTINUED.
>
> —Referred by the Board for further consideration, June 12, 1962.

There is no question about the importance of family and pupil counseling, and of cooperation with social agencies. There is a very real question as to the allocation of these responsibilities between attendance officers, attendance teachers, visiting teachers, and school counselors. A staff study, undertaken about a year ago, is being directed toward clarification of the respective roles of these several services so that it will be possible better to determine what is the most efficient organization and the qualifications needed by those who occupy positions in these services.

In the meantime, steps have been taken to reduce the load carried until recently by the Attendance Department in the matter of Welfare services rendered to the schools in behalf of pupils. Improvement in pre-screening procedures at the schools has reduced the need for many home calls by the Attendance Department to obtain factual information for decisions to be made at the school as to who should receive free lunches and bus tickets.

Continued efforts are under way to have staff members of the Attendance Department concentrate on the more serious cases of pupil absence and adjustment, calling for the transmission of careful and meaningful understandings with parents and pupils of the total school program.

Recommendation 11 (See page 146.)

THE ADULT-EDUCATION PROGRAM SHOULD BE EXPANDED AND ADEQUATELY PUBLICIZED, ESPECIALLY IN MULTI-PROBLEM AREAS[5] TO MEET THE NEEDS OF THOSE AREAS. THE ADVICE AND COOPERATION OF THE LOCAL PEOPLE SHOULD BE SOUGHT.

—Approved by the Board, June 12, 1962.

In addition to generally distributed publicity, each adult-education center sends mimeographed materials to homes in the area through the elementary and junior high schools. In a number of areas, teachers have made door-to-door visits to explain the program and to advise of nearby educational opportunities.

On many occasions, principals confer with teachers, students, and community committees, seeking for ways to improve the quantity and quality of instruction. There has been increased interest in areas where the Great Cities Program has been introduced.

Recommendation 12 (See page 146.)

THE BOARD OF EDUCATION SHOULD CONTINUE TO WORK MORE CLOSELY WITH CITY PLANNING AND THE HOUSING AND RECREATION COMMISSIONS IN THE DEVELOPMENT OF SITES OF PUBLIC HOUSING PROJECTS TO AFFORD SCHOOL CHILDREN BETTER ENVIRONMENTAL ADVANTAGES.

—Approved by the Board, April 10, 1962.

Recommendation 13 (See page 146.)

SPECIAL FUNDS SHOULD BE ALLOCATED TO ALL SCHOOLS, BUT ESPECIALLY IN THESE AREAS WHERE THE AVERAGE INCOME IS LOW, TO BE SPENT AT THE DISCRETION OF THE PRINCIPAL AND TEACHERS FOR TRIPS TO INCREASE THE CHILD'S SOCIAL AND ECONOMIC HORIZON AND FOR SPECIAL EQUIPMENT NOT PROVIDED BY THE BOARD OF EDUCATION.

—Approved as amended by the Board, June 12, 1962. The modified version is the same as the recommendation except that the last seven words, "not provided by the Board of Education", are omitted.

In view of budget restrictions now facing the school system, the probability is not bright for providing increased funds for pupil trips, beyond the acquisition of two additional buses for this purpose in 1961-62.

A proposal is now under study to modify purchase procedures to allow great flexibility to principals in purchase of equipment and supplies within general purchase policies and in such a way as to provide proper financial controls. It is recognized that any funds provided for purchases are those provided by the Board of Education; this was the reason for amending the recommendation. The problem essentially is to be sure that such sums as are provided from school funds are spent for items most needed by the individual schools.

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[5] ***Multi-problem area.***—A community area with a greater relative concentration of social problems and undesirable living or environmental conditions, such as poor housing and overcrowding. *(CAC Note 5, p. 146.)*

Recommendation 14

(See page 146.)

> IN ADDITION TO THE PRESENT PROGRAM FOR INDIGENT CHILDREN, WHICH IS CITY-WIDE, ALL SUPPLIES SHOULD BE PROVIDED AT SIGNIFICANTLY REDUCED COST TO THE ELEMENTARY AND JUNIOR HIGH SCHOOL PUPILS IN AREAS THAT ARE BELOW AVERAGE INCOME.

—Referred by the Board for further study and report, June 12, 1962.

The problems involved in providing school supplies at reduced prices to some children present many questions. Some relate to determination of what shall be the extent of the reduction (which would involve budgeted funds to make up the difference in cost). Some relate to determination of the criteria for eligibility of the pupil to buy at the reduced cost. Others relate to the establishing and management of school supply stores in the elementary and junior high schools.

Recommendation 15

(See page 146.)

> HIGH SCHOOL PUPILS COMING FROM THESE SCHOOLS SHOULD BE PROVIDED WITH TEXTBOOKS, SCHOOL SUPPLIES, HEALTH CERTIFICATES, GYMNASIUM SUITS AND SHOES, SEWING MATERIALS, ETC., AT SIGNIFICANTLY REDUCED COST, SO THAT THESE PUPILS WILL NOT BE EDUCATIONALLY DISADVANTAGED IN ANY WAY.

—Referred by the Board for further study, June 12, 1962.

The comments on Recommendation 14 apply in large part to this recommendation.

Recommendation 16

(See page 146.)

> A COMMITTEE COMPOSED OF THE APPROPRIATE SCHOOL OFFICIALS SHOULD ESTABLISH CRITERIA FOR SCHOOLS TO RECEIVE THESE SERVICES, PLAN SUITABLE METHODS, AND DESIGNATE THE SCHOOLS.

—Approved by the Board, June 12, 1962.

There is considerable range in the financial ability of the parents of pupils within each school. Determination of when a child is entitled to receive free lunches, clothing and shoes, books and supplies, eye glasses, or transportation, and the procedures for handling these situations, are set forth in the *Administrative Handbook* (pages I - 66 to 70). These criteria are reviewed and revised each year by a committee of school officials.

During the school year 1960-61, records show the following:

Meals furnished to indigent pupils at cost of	$747,562
Supplies furnished to indigent pupils at cost of	32,232
Bus tickets furnished to indigent pupils at cost of	141,436
	$921,230

This committee will be requested to study the problems raised by Recommendations 14 and 15 and to report to the Superintendent.

EQUAL EDUCATIONAL OPPORTUNITIES – SCHOOL-COMMUNITY RELATIONS

Recommendation 17

(See page 147.)

ALTHOUGH THE COMMITTEE URGES THE CONTINUATION OF FREE TEXTBOOKS, LUNCHES, AND BUS TICKETS TO STUDENTS WHO ARE UNABLE TO PAY FOR THESE SERVICES, IT RECOGNIZES THAT THESE ARE BUDGETARY ITEMS WHICH PROPERLY BELONG TO OTHER GOVERNMENTAL AGENCIES. IT IS HOPED THAT THESE AGENCIES WILL BE ABLE IN THE NEAR FUTURE TO ASSUME THESE RESPONSIBILITIES AND THAT THE SCHOOL DOLLAR WILL BE UTILIZED FOR EDUCATIONAL PURPOSES. THESE FREE SERVICES SHOULD BE EXTENDED ON A TEMPORARY BASIS QUICKLY AFTER THE BEGINNING OF A NEW SEMESTER; OTHERWISE THE CHILD WILL BE PENALIZED UNTIL SUCH TIME AS THE PARENT'S REQUEST FOR FREE SERVICES HAS BEEN APPROVED OR DENIED. DECISIONS AS TO WHO SHOULD RECEIVE THESE SERVICES SHOULD BE CENTERED IN ONE DEPARTMENT, POSSIBLY THE ATTENDANCE DEPARTMENT, IN ORDER TO PROVIDE A UNIFORM POLICY BASED ON THE PROFESSIONAL TRAINING AND INSIGHT OF THE STAFF WORKING IN THE COMMUNITY.

—Approved by the Board, June 12, 1962.

Procedures for providing assistance to children of indigent families are set forth in the *Administrative Handbook* (I - 66-70). These indicate the respective roles of the principal, Department of Attendance, and others.

Provision for extension of free services quickly are noted; e.g., in this excerpt relating to free lunch:

> If, in the judgment of the principal, the need for free lunch is indicated, the principal may authorize free lunches on an emergency basis for a period of one month. In such cases, and in those cases in which the principal is in doubt as to need, the principal will forward a Form 4527, with the written lunch application attached, to the Department of Attendance for investigation and recommendation.

Recommendation 18

(See page 147.)

THE RESPONSIBILITY (JURISDICTION, AUTHORITY) OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES SHOULD BE EXTENDED AND, IF NECESSARY, REORGANIZED SO THAT IT CAN DEAL MORE EFFECTIVELY WITH THOSE PROBLEMS WHICH PROFOUNDLY AFFECT THE QUALITY OF PROGRAM AND THE CLIMATE OF SCHOOL-COMMUNITY RELATIONS.

—Approved by the Board, May 8, 1962.

The general thesis that the responsibility of the Division of School Relationships and Special Services should be extended and, if necessary, reorganized in order to deal more effectively with problems of school-community relations follows naturally from the recommendations of this report for strengthening school-community relationships in many ways.

When it comes to the specifics stated in 18A, B, C, D, E, F, G, H, and I, these are items so closely related to the administrative structure and organizational relationships that they have been referred by the Board to its Personnel Committee for discussion with the Superintendent for such action as may be in keeping with the total administrative organization.

In this connection, it should be noted that the Division of School Relationships does serve all other divisions and parts of the school system on school-community relations activities and problems. These include school boundaries, transportation of pupils, curriculum, personnel, and relationships with parents and other community groups. Efforts are exerted, however, to impress upon the personnel of each school unit and school agency that while the Division of School Relationships and Special Services has special responsibility to be informed about and sensitive to school-community relationships, to be a resource in this respect to all school personnel, and to assume initiative in calling school-community problems and desirable practices to the attention of all school administrators and other school personnel, it is the personal responsibility of each school employee at all times to be conscious of his school-community relationships and to further the understanding and the implementation of Board of Education policies.

BOARD ACTION AND STAFF COMMENTARY

Recommendations 18A-18I (See pages 147-150.)

These sub-recommendations were individually considered by the Board and referred for further study, May 8, 1962. See comment under Recommendation 18.

18A. THE DIVISION SHOULD SERVE AS A CONSULTANT ON A REGULAR AND CONTINUING BASIS IN THE ESTABLISHING AND CHANGING OF SCHOOL BOUNDARIES AND IN THE TRANSPORTATION OF STUDENTS FROM ONE SCHOOL TO ANOTHER.

18B. THE DIVISION SHOULD BE ASSIGNED THE RESPONSIBILITY OF MAKING A CONTINUING STUDY OF COMMUNITY-RELATIONS PRINCIPLES WHICH SHOULD GUIDE THE DETROIT SYSTEM IN ESTABLISHING BOUNDARIES, PARTICULARLY IN THOSE COMMUNITIES WHERE THERE ARE SHIFTS OF POPULATION CREATED BY CIVIC DEVELOPMENTS, SUCH AS HIGHWAYS, URBAN RENEWAL PROJECTS, ETC., OR CHANGES IN ETHNIC, RACIAL, OR RELIGIOUS COMPOSITION.

18C. THE DIVISION SHOULD BE ASSIGNED THE RESPONSIBILITY OF WORKING WITH THE CURRICULUM COUNCIL AND THE DIVISION FOR IMPROVEMENT OF INSTRUCTION IN THE SELECTION AND PREPARATION OF INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS, LIBRARY BOOKS, RESOURCE MATERIALS, FILMS, AND OTHER VISUAL AIDS TO ASSURE FAIR AND ACCURATE PORTRAYAL OF ETHNIC, RACIAL, AND RELIGIOUS GROUPS, THAT SUCH MATERIALS ARE SENSITIVE AND RESPECTFUL OF MINORITIES AND REFLECT THE DYNAMICS OF AN EXPANDING DEMOCRACY.

18D. ADDITIONAL STAFF SHOULD BE PROVIDED FOR THIS DIVISION TO GATHER AND INTERPRET RESEARCH DATA IN THE FIELD OF COMMUNITY RELATIONS.

18E. AN INFORMATION AND COMPLAINT BUREAU SHOULD BE ESTABLISHED IN THE DIVISION, SO THAT A SYSTEMATIC AND FAIR METHOD IS PROVIDED BY THE BOARD OF EDUCATION FOR HANDLING CONCERNS AND COMPLAINTS BY PARENTS AND OTHER CITIZENS. THIS PROVISION SHOULD ALSO ASSURE THAT NO RETALIATION OR RETRIBUTION SHALL BE APPLIED TO ANY CHILD WHOSE PARENT IS MAKING A COMPLAINT.

18F. THE HUMAN RELATIONS EDUCATION PROGRAM OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES SHOULD BE STRENGTHENED.

1. A PERMANENT POSITION SHOULD BE ESTABLISHED WITH THE TITLE OF DIRECTOR OF HUMAN RELATIONS EDUCATION.
2. THIS COMMITTEE SUPPORTS RECOMMENDATION 47 OF THE HUMAN RELATIONS WORKSHOP THAT A DISTRICT HUMAN RELATIONS COMMITTEE BE ORGANIZED IN EACH OF THE NINE ADMINISTRATIVE DISTRICTS TO REPLACE THE PRESENT ORGANIZATION OF SEPARATE COMMITTEES OF PRINCIPALS AND TEACHERS. FURTHER, THIS COMMITTEE RECOMMENDS THAT THE COMMITTEE SHOULD INCLUDE THE DISTRICT ADMINISTRATOR, THE DISTRICT COMMUNITY RELATIONS COORDINATOR, THREE PRINCIPALS, THREE TEACHERS AND ONE REPRESENTATIVE OF THE NON-TEACHING PERSONNEL.
3. THIS COMMITTEE SUPPORTS RECOMMENDATION 48 OF THE HUMAN RELATIONS WORKSHOP: "THAT THE PRESENT CITY-WIDE COORDINATING COMMITTEE ON HUMAN RELATIONS BE REORGANIZED TO INCLUDE ALL DISTRICT CHAIRMEN, BOTH PRINCIPALS AND TEACHERS". THIS WOULD ELIMINATE THE PRINCIPALS' STEERING COMMITTEE AND THE TEACHERS' STEERING COMMITTEE.

18G. A COMMUNITY-RELATIONS COORDINATOR SHOULD BE ASSIGNED TO EACH OF THE NINE ADMINISTRATIVE SCHOOL DISTRICTS.

18H. THE DIVISION SHOULD BE GIVEN, AS SUGGESTED BY THE CAC ON SCHOOL NEEDS REPORT, PRINCIPAL RESPONSIBILITIES FOR ENCOURAGING COORDINATION WITH CITY AND CIVIC AGENCIES.

18I. TO EFFECTUATE THE PROPOSED REORGANIZATION OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES, THE FOLLOWING STAFF SHOULD BE ADDED:

1. Assistant Director
2. Human Relations Education Director
3. Community Relations Coordinator
4. Nine District Community Relations Coordinators
5. Two specialists in communication skills to be assigned to the Information Service of the Division.
6. A skillful and knowledgeable writer to help translate school policy, school needs, and school practices to the community.

—Recommendations 18A-18I referred by the Board for further study, May 8, 1962.

See comment under Recommendation 18.

EQUAL EDUCATIONAL OPPORTUNITIES — SCHOOL-COMMUNITY RELATIONS

Recommendation 19

(See page 150.)

THE BOARD OF EDUCATION AND THE SUPERINTENDENT SHOULD FURTHER DEVELOP THE BOARD'S PROGRAM OF HELPING THE PUBLIC TO KNOW AND UNDERSTAND ITS POLICIES.

—Approved by the Board, June 12, 1962.

This is a continuing objective of the Board and Superintendent. Here are some of the steps taken during the past few years:

1. Establishing Citizens Advisory Committees to study major school problems and to make reports to the Board, these reports being widely publicized. During a five-year period there have been Citizen Advisory Committees on Detroit School Needs for the Next Decade; Health, Physical Education, and Physical Fitness; and Equal Educational Opportunities.
2. Establishment of a Division of School Relationships and Special Services in 1959, now with an assistant superintendent in charge, and providing one person full time in the human-relations program, one person in press, radio, and television relations, one writer, and three persons for secretarial assistance.
3. Publication by the schools and distribution to all parents of school children, and to all who were active in the 1959 Citizens For Schools Organization, the following reports:

TITLE	MONTH AND YEAR
Schools and Citizens	October 1959
Welcome to the Detroit Public Schools	November 1960
American Education Week (Message to Citizens)	November 1960
Public Education in Detroit, 1950-60 (Message to Citizens)	June 1961
Basic Areas of Education (Message to Citizens)	November 1961
Detroit's New Schools (Message to Citizens)	June 1962

4. Greatly increased news coverage of schools in the daily and neighborhood press during the past three years.
5. Establishment of a three-times-a-week question-and-answer column on school questions in one of the major daily papers with questions answered by the Superintendent; and of a TV program, "The Superintendent Reports", on Channel 56 the day following Board of Education meetings.

Recommendation 20

(See page 150.)

THE RELATIONSHIP AND THE ADMINISTRATIVE LINES OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES TO PRINCIPALS AND TO DISTRICT ADMINISTRATORS SHOULD BE CLARIFIED SO THAT IT CAN PROVIDE LEADERSHIP TO THE SCHOOL SYSTEM AND SERVE THE NEEDS OF THE PEOPLE OF THE CITY; AND ADDITIONAL STAFF SHOULD BE PROVIDED IN ORDER TO INCREASE ITS USEFULNESS AND EXPAND ITS SERVICES TO THE COMMUNITY.

—Approved by the Board, June 12, 1962.

The importance of understanding the responsibilities and relationships of the Division of School Relationships and Special Services by all concerned—school employees, citizens, and those who are in the division itself—is especially great for two reasons. This division is relatively new in Detroit. Other major cities are moving in this direction but do not have similar units in their school organization pattern. It is necessary to work out understandings because the division is a developing agency.

The basis of school-community relationships is stated in these two paragraphs from *Teachers' Bulletin No.* 2 (page E-1):

BOARD ACTION AND STAFF COMMENTARY

> Every employee—every teacher and administrator—is a public relations person. The Superintendent designates staff personnel to advise on special public contacts, to supervise relations with press, radio, TV, and parent and other citizen organizations, and to issue pamphlets and reports from time to time. But this task depends on the foundation of good will created by schools in their several communities, and every "broadcast" message to the public needs to be supported actively in school-community relations.
>
> For a teacher or principal, the goals in good public relations are simple: to convince every parent and every other citizen with whom he comes directly or indirectly in contact that the public schools are good, are continually being improved, and depend on public support for their continuing improvement. A teacher who grasps all the breadth of his professional responsibility, who quietly and persistently does his job, and who speaks with considerate understanding when the schools are being discussed, is cultivating good public relations in the best way.

It is important that employees and community understand that the responsibilities and activities of the Division of School Relationships and Special Services are to strengthen and enhance the effectiveness and the community consciousness of all employees—and *not* to relieve them of their important role in building and maintaining with citizens those positive, constructive, and close associations which build confidence in the schools and reinforce the school program.

Recommendation 21A **(See page 151.)**

AS TEACHERS TRANSFER OR ARE TRANSFERRED FROM ONE SCHOOL TO ANOTHER, THE LOCAL SCHOOL ADMINISTRATION SHOULD PROVIDE AN ORIENTATION PROGRAM FOR SUCH TEACHERS, AND SHOULD CALL ON THE ADMINISTRATION FOR TRAINING MATERIALS AND ASSISTANCE TO INITIATE AND MAINTAIN THE PROGRAM. COMPETENT PERSONNEL SHOULD BE MADE AVAILABLE TO PROVIDE THIS ASSISTANCE.

—Approved by the Board, June 12, 1962.

The program of staff orientation has been devoted largely to orientation of new teachers, new assistant principals, and student teachers. Many schools have handbooks of information designed for new personnel. In addition, the principal or department head, or both provide information and assistance to teachers new in a building.

More systematic work in this area can and should be done.

Recommendation 21B **(See page 151.)**

AS TEACHERS TRANSFER OR ARE TRANSFERRED FROM ONE SCHOOL TO ANOTHER, THE BOARD OF EDUCATION SHOULD PROVIDE COMPILATION OF SUITABLE DATA AND APPROPRIATE MATERIALS FOR LOCAL SCHOOL USE IN ORIENTING BEGINNING AND EXPERIENCED TEACHERS AS THEY MAY BE BROUGHT INTO SUCH LOCAL SCHOOLS.

—Approved by the Board, June 12, 1962.

Such material is now provided by the principals in some schools. It should be provided by all principals.

Recommendation 22 **(See page 151.)**

THE BOARD OF EDUCATION SHOULD SURVEY THE SCHOOLS TO DETERMINE WHERE THERE ARE NO ACTIVE PARENT ORGANIZATIONS AT PRESENT, AND ENCOURAGE OR TAKE APPROPRIATE MEASURES TO SEE THAT SUCH ORGANIZATIONS ARE FORMED.

—Approved by the Board, June 12, 1962.

EQUAL EDUCATIONAL OPPORTUNITIES – SCHOOL-COMMUNITY RELATIONS

At the beginning of the second semester of this year (January 1962) there were 162 Parent Teacher Associations affiliated with the Detroit Council and 88 independent parent organizations. Twenty-seven of these independent groups meet in the evening and include fathers. The rest are primarily mothers' clubs.

SCHOOLS HAVING NO PARENT ORGANIZATION

Elementary Schools

1. Jamieson (C) - New school
2. Howe (E)
3. Tendler (E) - New school attached to Lillibridge; kindergarten-2B only
4. Fox (NW) - Attached to Bow; kindergarten-1B only
5. Franklin (S)
6. D. Houghton (S)
7. Irving (S)
8. Potter (S) - Attached to Craft; kindergarten-2A only
9. Thomas (SE)
10. Clippert (SW)
11. McMillan (SW)

Junior and Senior High Schools

1. Butzel (E) - New school, grade 7 only
2. Jackson (NE) - In process of forming PTA
3. Tappan (W) - In process

The school system has an active program, with a staff person assigned, to promote and work with parent organizations. There has been a steady growth in numbers. Since 1956 there have been 33 new organizations. It takes parent interest to maintain a parent organization. The schools can welcome and cooperate with, but not run, a real parent-teacher organization.

Recommendation 23

(See page 151.)

THE BOARD OF EDUCATION SHOULD DEVELOP AN APPROPRIATE ORIENTATION PROGRAM WITH THE SCHOOL PERSONNEL ON THE PROBLEMS OF THE CHILDREN ON WELFARE AND IN FOSTER HOMES SO THAT UNDERSTANDING AND SYMPATHY ON THE PART OF THE TOTAL SCHOOL STAFF WILL BE IN KEEPING WITH SOUND COMMUNITY AND EDUCATIONAL PRINCIPLES.

THE DEPARTMENT OF WELFARE AND THE CHILDREN'S AID SOCIETY FELT THAT IN SOME INSTANCES, EQUAL EDUCATIONAL OPPORTUNITIES WERE IMPAIRED FOR SOME CHILDREN ON WELFARE AND IN FOSTER HOMES BECAUSE OF LACK OF UNDERSTANDING AND TACTLESS TREATMENT OF SOME TEACHERS AND CLERKS IN THE SCHOOLS. SUCH CASES SHOULD BE INVESTIGATED AND DEALT WITH BY FIRM POLICY.

—Approved by the Board, June 12, 1962.

The general point of view of understanding and sympathy on the part of the total school staff should extend to all children. In every school, and in almost every classroom, there will be children from broken homes with special home problems, who are on welfare or in foster homes. It is the aim of the school system to see that all school personnel deal with all persons—especially children, but also all adults—in tactful and understanding manner.

Failure to deal with children, parents, or others tactfully and so as to recognize their personal dignity is and will be considered the basis for censure in an individual case and evidence of unfitness for continuance as an employee if repeated.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 24 **(See page 152.)**

> **IT IS ESSENTIAL THAT CLOSER WORKING ARRANGEMENTS BETWEEN THE SCHOOL AND THE SOCIAL AGENCIES BE IMPLEMENTED AT THE ACTION LEVELS. AGENCIES AND SCHOOLS SHOULD WORK TOGETHER MORE IN THE COMMUNITY FOR IMPROVEMENT OF RESOURCES AND THEIR USES, RATHER THAN ACCEPT LIMITATIONS AND ADJUST TO THEM, AS THEY SEEM TO DO NOW.* THE BOARD OF EDUCATION SHOULD COORDINATE ITS EFFORTS WITH THE DEPARTMENT OF PUBLIC WELFARE SO THAT THE SCHOOL BUDGET MIGHT BE RELIEVED OF COSTS WHICH PROPERLY BELONG TO THE PUBLIC WELFARE BUDGET.**
>
> **THE DISTRICT ADMINISTRATOR SHOULD BE RESPONSIBLE FOR COOPERATION OF ALL AGENCIES WITHIN THAT DISTRICT.**

—Approved by the Board, June 12, 1962.

In addition to the activities on the part of the schools mentioned in the report, the schools cooperate with the social agencies in providing a Seminar on Health and Welfare for approximately 40 assistant principals. This is under the leadership of Miss Laurentine Collins. It involves visits to and learning of the work and problems of various social agencies. The major talks are by persons in leading positions in private and public agencies. It is sponsored by the Women's Committee of United Community Services.

While the district administrator cannot be responsible for cooperation of agencies, he can and does serve as the chief coordinator for cooperative arrangements between schools and social agencies in the administrative district.

Recommendation 25 **(See page 152.)**

> **THE BOARD OF EDUCATION SHOULD COORDINATE ITS EFFORTS WITH THE DEPARTMENT OF PUBLIC WELFARE SO THAT THE SCHOOL BUDGET MIGHT BE RELIEVED OF COSTS WHICH PROPERLY BELONG TO THE PUBLIC WELFARE BUDGET.**

—Approved by the Board, June 12, 1962.

The discussion in the report indicates concern that the Welfare Department does not anticipate and meet clothing needs of school children of welfare families. Copies of this recommendation have been transmitted to the Welfare Department.

Recommendation 26 **(See page 152.)**

> **THERE SHOULD BE A CLEAR-CUT POLICY IN THE ADMINISTRATION OF THE SCHOOL LUNCH PROGRAM FREE AND PAID AND, IF POSSIBLE, AN EXTENSION OF IT FOR THE IMPROVEMENT OF THE HEALTH OF DEPRIVED CHILDREN IN INDIGENT AREAS.**

—Approved by the Board, June 12, 1962.

The policy of the school district in respect to school lunch is set forth in the *Administrative Handbook*, pages I-71, 72. It states, in part:

> By action of the Board of Education, any child is entitled to eat lunch in the school lunchroom or to bring lunch in schools where there is no lunchroom. Furthermore, it is the responsibility of the administration of the school to arrange for facilities to make this possible, the same as for any other activity of the school.

The Board of Education approved a pilot study of central preparation and satellite lunchrooms in order to test the feasibility of extending lunch service to more schools. This and other phases of the school lunch program are now under careful review.

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* Based upon a letter received from the Children's Aid Society.

Recommendation 27 (See page 152.)

THE BOARD OF EDUCATION SHOULD TAKE A LEADERSHIP ROLE, WITH THE ASSISTANCE OF THE COMMUNITY AT LARGE, INCLUDING THE DETROIT POLICE YOUTH BUREAU AND THE RECREATION DEPARTMENT, IN DEFINING STANDARDS OF CONDUCT AND AREAS OF RESPONSIBILITY INVOLVING SCHOOL CHILDREN ON SCHOOL GROUNDS AND TO AND FROM HOMES.

—Approved by the Board, June 12, 1962.

Principals and other school staff members frequently call upon members of the Detroit Police Youth Bureau in reference to conduct problems of pupils en route to and from school. They also work closely with Recreation Department employees on common problems of pupils on school grounds. It is to be noted that full cooperation is extended by both organizations.

The recommendation points to an area in which the school staff can and probably should make some more systematic efforts.

PHYSICAL PLANT AND FACILITIES

Board Action and Staff Commentary

Recommendation 1 (See page 156.)

IN CONSIDERING THE INEQUALITIES THAT WERE REVEALED IN THE 1958 SURVEY REPORT OF THE SCHOOL PLANT SUBCOMMITTEE OF THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS AND IN THE LIGHT OF THE STUDY OF COMMUNITY BACKGROUND, SCHOOL ENROLLMENT PROJECTS, URBAN RENEWAL AND EXPANSION PROGRAMS, THE QUESTION AS TO WHETHER OR NOT THE SCHOOL BUILDING PROGRAM WILL TEND TO REMOVE THESE INEQUALITIES CAN ONLY BE ANSWERED BY THE STATEMENT THAT PLANNERS MUST BE GUIDED BY SOUND PRINCIPLES. IN THAT BELIEF, THE PHYSICAL PLANT SUBCOMMITTEE RECOMMENDS THE FOLLOWING PRINCIPLES:

Principle One: Any school building program should provide as a significant feature of its plan, facilities which are safe and healthful for all people who are to use them—students, teachers, and community.

Principle Two: The school building program should make provision for facilities which will foster the development of all aspects of the desired school program.

Principle Three: The school building program should provide adequate capacity in all types of facilities when needed and where needed throughout the school district.

Principle Four: The school building program should take into account the applicable portions of any community plant which has been developed; for example, the school building program should not include gymnasium, auditorium, etc. where these facilities are already provided-for in part or in whole by other community agencies.

Principle Five: The school building program should avoid any discrimination against, or partisan treatment in favor of, any segment of the population or section of the school district.

Principle Six: The school building program should provide all needed school facilities at reasonable costs and within such limitation as costs provide.

Principle Seven: The school building program should make adequate provision for utilizing existing school structures within the overall plan for long-range school building facilities.

Principle Eight: The school building program should provide as an essential characteristic an integrated program with other involved community agencies such as the Department of Parks and Recreation and the Urban Renewal Program.

—Approved by the Board, April 10, 1962.

These principles are ones upon which the School Housing Division program operates.

Recommendation 2 (See page 157.)

SINCE OVERCROWDING IN A SCHOOL, MORE THAN ANYTHING ELSE, CAUSES INEQUALITY OF EDUCATIONAL OPPORTUNITY, AND SINCE THERE IS GREAT OVERCROWDING IN MANY DETROIT SCHOOLS, THE PRESENT BUILDING PROGRAM SHOULD BE EVALUATED IN THE LIGHT OF WHETHER IT IS BRINGING MAXIMUM RELIEF.

—Approved by the Board, May 8, 1962.

EQUAL EDUCATIONAL OPPORTUNITIES — PHYSICAL PLANT AND FACILITIES

The building program was planned in 1958 and had to be based upon facts as of that date. The planning had to be done so that the program could be submitted to voters in the spring of 1959.

Looking at conditions in 1961-62, one can see rapid growths in the Center District and Mark Twain areas that were not predicted in 1958. The Board of Education approved a special appropriation of $2 million for relieving overcrowding in the Center District; and re-allocated $8 million from savings in the $90-million construction program. Of the $8 million, $470,000 was to complete the Mark Twain School and $2,689,000 for additional facilities in the Center District.

Recommendation 3 **(See page 157.)**

SAVINGS AND SURPLUS FUNDS ACCRUING FROM CHANGES IN PLANNED CONSTRUCTION ARE SUGGESTED FOR REALLOCATION IN TERMS OF THE PRINCIPLES NOTED BELOW. THE TOTAL PLANNED PROGRAM SHOULD BE RE-EVALUATED IN TERMS OF THOSE PRINCIPLES, ASSUMING THAT THE REALLOCATION SHOULD BE TO PROJECTS LISTED IN A GIVEN PROGRAM, SUCH AS THE PRESENT FIVE-YEAR PROGRAM.

—Approved by the Board, May 8, 1962.

The principles noted (page 157) were followed in the re-allocation of the $8 million in savings and surplus funds from the $90-million school construction program. A further principle was followed in that all re-allocation was to projects which had been included in the voted program.

Recommendation 4 **(See page 157.)**

THIS COMMITTEE ENDORSES THE PROPOSAL OF THE SUPERINTENDENT OF SCHOOLS TO SPEND $2,000,000 ADDITIONAL IN THE AREA NOW KNOWN AS THE CENTER DISTRICT TO EQUALIZE BUILDING FACILITIES AND ALSO TO PROVIDE MORE SEATS FOR THE SCHOOL CHILDREN IN THE SOUTHWEST DISTRICT.

—Approved by the Board, May 8, 1962.

These proposals were approved by the Board of Education.

Recommendation 5 **(See page 157.)**

WHERE TEMPORARY SCHOOL HOUSING FACILITIES ARE PROVIDED IN CHURCHES, NO RELIGIOUS SYMBOLS SHOULD BE DISPLAYED.

—Approved as amended by the Board, June 12, 1962. The wording was not changed, but six words were added to make the last clause read as follows: ....NO RELIGIOUS SYMBOLS SHOULD BE DISPLAYED IN ROOMS USED FOR PUBLIC EDUCATION.

The amended version recognizes that the recommendation does not refer to the building as a whole.

Recommendation 6 **(See page 157.)**

WHERE FACILITIES ARE RENTED FOR CLASSROOM USE, IT SHOULD BE MADE CLEAR TO PARENTS THAT SUCH FACILITIES ARE TEMPORARY AND THAT SUCH FACILITIES MUST BE APPROVED BY CITY AND STATE AGENCIES AS TO HEALTH AND SAFETY.

—Approved by the Board, May 8, 1962.

Insofar as the staff has knowledge, this recommendation has been complied-with in every instance.

BOARD ACTION AND STAFF COMMENTARY

Recommendation 7 **(See page 157.)**

ALL CHILDREN SHOULD GO TO SCHOOL FOR A FULL DAY WITH NO HALF-DAY SESSIONS, UNLESS CONSTRUCTION OF RELIEF FACILITIES IS UNDER WAY AND THE HALF-DAY SESSIONS ARE FOR A YEAR OR LESS.

—Approved as amended by the Board, May 8, 1962. The recommendation was modified to read as follows: THAT ALL CHILDREN GO TO SCHOOL FOR A FULL DAY WITH NO HALF-DAY SESSIONS, UNLESS CONSTRUCTION OF RELIEF FACILITIES IS UNDER WAY AND HALF-DAY SESSIONS ARE FOR LESS THAN A YEAR.

This policy is in effect in elementary schools.

In secondary schools it may be some time before this is possible.

Recommendation 8 **(See page 157.)**

IT IS THE RESPONSIBILITY OF THE BOARD OF EDUCATION TO DETERMINE WHAT SPECIAL SCHOOLS OR FACILITIES MAY BE NEEDED AND WHERE THEY SHOULD BE LOCATED.

—Approved by the Board, May 8, 1962.

The Board of Education must approve all plans and funds for new construction and remodeling, as well as the annual budget program.

Staff studies of school needs and proposals for meeting these needs are presented to the Board of Education in such studies as the report of the Committee on Preparation of Pupils for the World of Work. These are studied and acted upon by the Board of Education as bases for determining special and other school needs.

Recommendation 9 **(See page 157.)**

IN THE FUTURE ALLOCATION OF FUNDS FOR SCHOOL CONSTRUCTION, THE VARIOUS RECOMMENDATIONS MADE IN ALL SUBCOMMITTEE REPORTS OF THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES SHOULD BE TAKEN INTO CONSIDERATION IN PLANNING SCHOOL BUILDINGS.

—Approved by the Board, May 8, 1962.

In planning future schools, staff members and project advisory committees will have available the recommendations of the Citizens Advisory Committee on Equal Educational Opportunities, just as they have had available the recommendations of the Citizens Advisory Committee on School Needs.

Recommendation 10 **(See page 158.)**

THE DETROIT BOARD OF EDUCATION SHOULD INITIATE NEGOTIATIONS WITH THE CITY OF DETROIT MUNICIPAL AUTHORITY AND WITH THE FEDERAL GOVERNMENT URBAN RENEWAL AUTHORITY TO SECURE A SHARE OF THE SUPPLEMENTAL FEDERAL FINANCING AUTHORIZATION FOR SCHOOL CONSTRUCTION IN SUPPORT OF THE URBAN RENEWAL PROGRAM.

—Approved by the Board, May 8, 1962.

The President of the Detroit Board of Education and the Superintendent of Schools participated in a conference called by the United States Commissioner of Education during the latter part of May with the representatives of the Great Cities. One of the items on the agenda was the urban renewal program as it relates to schools.

Please see next page for
STATEMENT CONCERNING NON-DISCRIMINATION IN SCHOOLS.

DETROIT PUBLIC SCHOOLS

Statement Concerning Non-Discrimination in Schools

To All Employees of the Detroit Public Schools:

The Board of Education has completed a careful consideration of and taken action on the Report and Recommendations of the Citizens Advisory Committee on Equal Educational Opportunities in the Detroit Public Schools.

The actions taken by the Board of Education reaffirm the belief and commitment of the Board that the citizens of Detroit want the opportunities of free public education to be made available equally to all children of the city. The actions further reiterate the adherence of the Board of Education, the Superintendent of Schools, and the staff of the Detroit Public School System to these principles, and to the desire to seek their fulfillment in practice:

1. That all children shall be provided equal educational opportunities throughout the school system, regardless of their race, creed, color, or country of national origin.
2. That all children shall have the opportunity to participate in any program offered as part of the curriculum of the Detroit Public Schools, regardless of their race, creed, color, or country of national origin.
3. That all employees of the school system shall have equal opportunities for employment, assignment, and advancement without reference to race, creed, color, or country of national origin.

Printed copies of the Report and Recommendations of this Committee on Equal Educational Opportunities, together with the materials presented by the school staff for Board consideration and the action of the Board on each recommendation, are being made available to all school employees. It is expected that these materials will be read by school employees, and they are commended for reading by all Detroit citizens.

Understanding of these materials and cooperative endeavor of school employees and citizens of the community to carry out the adopted recommendations is necessary in order that steady progress continues to be made toward realizing full equality of educational opportunity for all Detroit children.

S. M. BROWNELL
Superintendent of Schools

June 25, 1962